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ABSTRACT

This training manual provides practical guidelines for staff development in supported employment programs for individuals with severe disabilities. It provides information on designing and developing training programs using adult learning principles, for program managers or trainers responsible for implementing inservice training and technical assistance to employment specialists. The first chapter, titled "Staff Development for Supported Employment Personnel," recommends participant-driven training that applies adult learning principles of active trainee involvement. It addresses learning principles; needs assessments; force field analysis; training objectives; learning contracts; program design; designing visual aids; small group training; use of "icebreakers", case studies, games, and field work experience; and evaluation. The second chapter, "Overview of Supported Employment," defines supported employment, describes major models, outlines values of supported employment, and offers nine sample training activities. The third chapter, "Job Development," focuses on competencies needed for marketing, job market analysis, and job analysis. It provides sample staff development evaluation forms and presents 12 sample training activities. The fourth chapter, "Consumer Assessment & Job Placement," discusses evaluation of training needs in this area and offers 11 sample training activities. The fifth chapter, "Job Site Training," outlines competencies and evaluates needs for job site training in three phases: orientation and assessment phase, initial training and skill acquisition phase, and job stabilization phase. Thirteen training activities are provided. The final chapter, "Follow-Along," describes learning activities that emphasize making systematic and individualized supports available as needed to maintain and enhance the position of the worker. Samples of overheads and participant handouts are provided, and an appendix defines supported employment terms and concepts. (Contains approximately 120 references.) (JDD)

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SUPPORTED EMPLOYMENT STAFF TRAINING MANUAL

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Supported Employment

Staff Training Manual

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Staff Development for Supported Employment Personnel

The growth in supported employment programs over the last decade has resulted in an immediate need for trained staff to implement the model with individuals who have severe disabilities (Barcus, Everson, & Hall, 1987; Inge, Barcus, & Everson, 1988; Renzaglia, 1986; Will, 1984). Kregel, Revell, West, & Wehman (1990) report a 426% increase in the number of supported employment participants from FY 1986 to 1989. New staff to provide supported employment services are therefore needed in unprecedented numbers, however there is a shortage of professionals who have the necessary pre-service training (Inge et al., 1988). In fact, there are a limited number of universities nationally that offer supported employment courses. Therefore, program directors are forced to hire staff from a variety of disciplines and agency backgrounds that will require training in implementing the supported employment model (Barcus et al., 1987).

In-house staff development is the most logical short-term solution to this pressing need for trained staff. Program managers can quickly address the needs of newly hired individuals by providing on-site training and staff development in the areas of values, knowledge, and technical skills needed to facilitate successful supported employment placements. However, it is recognized that program managers have limited amounts of time to spend on designing and delivering training programs (Brooke, Sale, & Moon, 1989). Therefore, this training manual is offered to provide practical guidelines for use in staff development. The program manager or trainer responsible for implementing inservice training and technical assistance to employment specialists will find information on designing and developing training programs using adult learning principles. He or she will also find sample materials used by RRTC staff during internship programs for employment specialists. These have been tested, revised, and re-tested over the last five years. Trainers are encouraged to take this material and revise or re-design it for the specific training needs of their programs.

Adult Learning Principles

The effective trainer realizes that adults learn differently from children and that they come to training with unique knowledge and experiences (Scherer, 1984). Therefore, adults cannot be viewed as recipients of knowledge but instead must be allowed to participate and bring their various skills and competencies to the training sessions. If adults are viewed as partners with the trainer having valuable experiences to share, they are more likely to feel comfortable in the learning environment and benefit from the experience. The following points may prove useful when designing staff training programs:

- Use a process of "cumulative-rotation" to train staff. In other words, learning or information sessions should rotate with application in the real environment or closely simulated sessions (Ehrenberg, 1983).

- Make sure that the participants engage in concept vs. information learning (Ehrenberg, 1983). Individuals who develop concepts from the training can solve problems or relate their learning to the real world.

- Do not try to cover too much information in one session (Spitzer, 1985). If excessive information is provided, the trainees may have difficulty applying what they learn. In fact, they may not even remember important facts because of information "over-load."

- Provide multiple opportunities for the participants to practice what they are learning (Spitzer, 1985). Make sure that they can do what you are training them to do.

- Facilitate transfer of learning from the training session to the job-site by developing action plans with the participants (Stroul & Schuman, 1983). Specify how the trainer will deliver follow-up support.

How can these principles be translated into supported employment inservice programs? First, recognize that a new employee's experiences training individuals with disabilities can transfer to different situations. For instance, a new employment specialist who has worked predominately with individuals with moderate mental retardation may have many skills that will be useful when employed to work with individuals who have traumatic brain injuries. Do not over-look this as unrelated experience. Encourage staff to recognize what they already know as important and a base to build upon.

Provide multiple opportunities for individuals to practice information delivered in lecture format. This should include all aspects of the supported employment model. Alternate a component of training with practice. For instance, the first component for discussion might be job development. Immediately follow-up with practice in the environment. Be realistic about the amount of information covered before a practice sessions is inserted. Also, use simulated training with caution. Be sure that any settings used during staff development closely matches those available to the agency (Roth, 1987). Clients/consumers that assist in practice sessions should have similar characteristics to the individuals that employees will be working to train.

When providing information on various aspects of supported employment, try to focus on concept learning. For instance, don't just provide step-by-step instructions on the process. Provide an opportunity for participants to problem-solve situations so that useful information can be taken back to their job sites. The following adult learning principles may be helpful in designing staff training programs (Barcus et al, 1987; Inge et al, 1988; Flippo & Lowery, 1986; Zemke & Zemke, 1988).

****

- **Adults come to training sessions with previous knowledge. New ideas should be integrated with what they already know.**
- **Adults prefer self-directed vs. trainer directed learning. Remember that information will be used if it is directly applicable to the person's needs. Include the trainees in all phases of the program development!**
- **Adults can be easily threatened in new situations. Make the learning environment as comfortable and relaxed as possible.**
- **Adults must have time to practice new skills in practical settings. Balance concept vs. behavioral learning.**
- **Adults can learn much from conversations and experiences with respected peers. Provide time for practicing new skills with trusted professionals.**

How might these principles be translated into supported employment staff development? First, it is important to remember that the goal of staff training in supported employment is to assist the employee in developing skills that facilitate employment for individuals with severe disabilities (McDaniel et al, 1986). In fact, the goal of any training program is to provide information and experiences that directly improve the ability of an individual to perform his/her job duties (Spitzer, 1985).

It has already been noted that many individuals who seek supported employment positions come from varying backgrounds with a wide range of skills (Barcus et al, 1987). A supported employment program manager could be faced with training several staff members at a variety of skill levels. Therefore, it would be critical to determine the previous knowledge each person brings to his or her new position in order to integrate new knowledge appropriately.

The next issue is that the act of learning a new way of performing implies that the individual must change old familiar habits (Scherer, 1984; Spice & Koppel, 1984; Spitzer, 1985). Many supported employment programs hire individuals who have worked in sheltered workshops and more restrictive program options for individuals with severe disabilities. A move to supported employment programming implies a change in values and technical skills (Renzaglia, 1986). In this instance, it is important to remember that people will change when they are pursuing their own goals (Zemke & Zemke, 1988). Using the adult learning principle of active involvement translates into determining what individuals want from staff development, and what their objectives are for self-improvement.

Conducting Needs Assessments

The development and implementation of a needs assessment can address the issue of active involvement and determine if training is the appropriate option for staff development and on what topics (Birnbrauer & Tyson, 1885). Bowman (1987) states that conducting a needs assessment pays off for the individual responsible for designing training to correct staff performance. A properly designed needs assessment can build participant commitment as well as increase the credibility of the trainer.

Rossett (1989) defines needs assessment as the first step in the process of developing a systematic training program. "It occurs before anybody is taught anything in any setting or through any technology." Zemke (1985) suggests that a needs assessment is the framework for viewing an employee's performance problems. "It is a structured investigation aimed at finding the significant human-factor components of important organizational performance problems."

> *"Before people can perform their tasks properly, they must master the special technology used by their organizations. This means acquisition of knowledge and skill. Sometimes this acquisition is needed when the employee is new to the organization; sometimes it is needed because the organization changes its technology; sometimes it is necessary if an individual is to change places within the organization...A training need exists when an employee lacks the knowledge or skill to perform an assigned task satisfactorily."*
>
> Laird, 1978

Assessment should focus on what is happening in an organization vs. what ought to be happening (McKillip, 1987; Rossett, 1989). In other words, the trainer needs to find out what it takes to implement a successful supported employment program, and what the employment specialists are actually doing. During the analysis, questions should be asked that determine how well employment specialists can do "it", how important "it" is for doing their job, and how frequently they are called upon to do "it" (Rossett, 1989). The trainer's responsibility is to determine what "it" is and design a needs assessment that includes the trainees' concerns. Some considerations for answering these questions in supported employment might include the following:

- What do employment specialists need to know in order to place an individual (consumer) with a severe disability into a minimum wage job?
- Of all the skills and knowledge that an employment specialist could learn, which ones are critical to job performance?
- Why aren't more consumers successfully working in the community? Is this a problem that can be solved with staff development?
- How do the employment specialists feel about the training? What do they identify as their skill deficits? Are these critical to job performance?

Techniques for Designing Needs Assessments

Zemke offers five different strategies for gathering information to include review of organizational documents, interviews, observations, questionnaires, and tests. These strategies should never be used in isolation, since any one will not provide the total picture needed to design a training program (McKillip, 1987; Rossett, 1989; Zemke, 1985). Each of these strategies is discussed below.

ORGANIZATIONAL DOCUMENTS:

Zemke (1985) describes organizational documents as written information that the organization has collected for other purposes than staff development and training. In the case of supported employment, this could include any of the many documents used in consumer placement and training. For instance, consumer assessment reports, job analysis forms, sequence of job duties forms, job task analyses, and written training plans for consumer instruction are all examples of written permanent products that should be available to the staff trainer. A review of these records could provide insight into the skill level of the employment specialist completing the various components of supported employment. However, it would be important to combine this strategy with other methods such as observation, since some people's skill level may not be evident in organizational paperwork. Some of the strengths of using this method are (Zemke, 1985):

Strengths:

- Provides the trainer with information on the organization's past.
- There is no bias, since the data is historical.
- The trainer can review the information at his/her own pace, since the data are permanent products.
- Information can be gathered without interrupting the employment specialist's work day.
- Document review can provide a foundation for verification of observational data.

Limitation:

- Data may or may not be reflective of the individual's skill level.
- Some organizations may be afraid for a consultant to review their records.
- Records may be incomplete.

INTERVIEWS:

Interviews can be conducted in a face-to-face format or through telephone contact (McKillip, 1987). They can be individual or in small group formats and are the most frequently used type of needs assessment (Rossett, 1989). Interviews may be tightly structured or open-ended based on the situation (Zemke, 1985). An open-ended question allows the employee to discuss or elaborate and are particularly useful for generating ideas. Patton (1980) provides some guidelines on designing open-ended questions.

1.) Design questions that do not suggest the response. For example, instead of saying "Do you find the information gathered during job analysis helpful?"...**TRY**: "What do you think about doing a job analysis of a potential job?"

2.) Avoid using "why" questions. **Instead of**: "Why don't you use situational assessments with your consumers? **TRY:** "What barriers do you see in using situational assessments?"

3.) Try to ask one question at a time. If a question leads to several answers, probe the person's response.."Say more about...What do you mean by"....etc.

4.) Role-play questions can be helpful in conducting interviews for needs assessments. For instance..."Suppose you were on a job-site, and the consumer stopped work refusing to continue. What would you do?"

Interviews do require that the interviewer have a good understanding of the information required to complete the questions (McKillip, 1987). The trainer will obtain the best responses if the interview is conducted in a private and comfortable non-threatening setting (Birnbrauer & Tyson, 1985). Some of the strengths and limitations of using this technique for needs assessment are:

Strengths: (Birnbrauer, & Tyson, 1987; Zemke, 1987)

- The interviewer can see the body language used by the employee which provides additional information.
- Interviews can build rapport between the trainer and employee. When a person is interviewed, he or she is more likely to be involved in achieving the goals established by the needs assessment.
- Trust can develop between the trainer and trainee.
- Some people express their opinions better in a fact-to-face situation.

Limitations: (Birnbrauer, & Tyson, 1987; Zemke, 1987)

- Interviews take a lot of time.

- They can be expensive.
- Interviews can be difficult to schedule and interrupt the employment specialist's day.
- Some people are threatened by interviews and may not be completely honest. Be sure that staff are participating voluntarily and do not prefer another needs assessment strategy.

OBSERVATIONS:

During employee observations, the trainer may be looking for very specific behaviors or for work performance in general (Zemke, 1985). For instance, an employment specialist may identify during an interview that improving job site training skills is a primary concern for staff development. The trainer may arrange a time to visit the employee's job site to assess the intervention strategies being used. Or a program manager may schedule random times to observe the employment specialist for general skills used during the various phases of supported employment to determine training needs.

Strengths: (Zemke, 1985)

- The real advantage of employee observations is that the trainer sees first hand the behavior to be targeted.
- In addition, the trainer can gather supplemental data to interviews and questionnaires.

Limitations: (McKillip, 1987; Zemke, 1985)

- Observations take expert observers to be effective.
- The trainer has to be there at the right time which may be very time-consuming to assess a specific behavior. For instance, the trainer may want to observe how the employment specialist deals with problems on a job site. It could take many observation sessions before a problem arises that needs to be handled.

- It can be difficult to decide what to observe and how to record it most effectively. Are you looking for frequency of a specific behavior or quality of a particular response? For instance, are you concerned with how many times the employment specialist reinforces a consumer for correct work or the quality and type of the reinforcement being used? This needs to be decided prior to the observation.
- The mere presence of the trainer may change the behavior of the employment specialist. A new employee may be so inhibited by observation that his/her performance suffers. The trainer needs to put the employee at ease for effective observations.

QUESTIONNAIRES:

Questionnaires obtain information directly from the individuals involved in the needs assessment by a paper and pencil format. People are asked to indicate their perceptions about training needs in their work or organization (Zemke, 1985). McKillip (1987) states that a questionnaire can be designed in a ranking or ratings format. Ratings are said to be the simplest for the respondent and allows for input on all of the options in the questionnaire. Rankings call for the employee to order their needs by importance. A combination of both methods may be useful as seen in the following example:

Rating question: Several of your co-workers have expressed an interest in learning information on the various issues related to job development. Please respond to the following topics by indicating if you have no, some, or a great deal of interest in receiving training on that topic.

A. Interviewing a potential employer.
B. Completing a job duty analysis.
C. Marketing your supported employment services to a potential employer.
D. Completing a successful "cold call."
E. Conducting a successful telephone conversation with a potential employer.

Ranking question: Look at the list again and pick out the two issues that would be of greatest interest/need to you.

Questionnaires can gather information from a number of people within an organization in a relatively quick period of time. Usually the cost of this type of needs assessment is low and few skills are required to administer. The trainer can also gather information on many areas within a short period of time (Zemke, 1985).

On the other hand, some employees may see this as an impersonal way of conducting a needs assessment. They may interpret the questions asked in a very different way than intended. Finally, it may take a great deal of time to develop good questionnaires for assessment, and people may respond according to what they think they do, not what they actually do (Zemke, 1985). This presents an argument for supplementing a questionnaire with good employee observation for a well-rounded needs assessment.

TESTS:

Tests are designed to measure an individual's ability to perform certain tasks or functions (Zemke, 1985). In actuality, tests can measure a person's knowledge on a subject but may or may not assess a person's performance on the job. Tests can also be used in a pre-test and post-test strategy to determine if the training designed from a needs assessment has made a difference in employee knowledge.

Strengths: (Zemke, 1985)

- Tests identify a person's present knowledge and indicates what additional information is needed.
- Provides guidance on where staff development is needed.
- Provides a baseline for future evaluation.

Limitations: (Zemke, 1985)

- Many people perform differently on tests than on the job.
- Developing a valid test can be time consuming.

Steps in a Needs Assessment

Needs assessment is not just one step such as sending out a questionnaire or conducting a staff observation (Rossett, 1990). It is usually a combination of the information-gathering strategies suggested above. For example, a program manager may begin a needs assessment by reviewing the program data collected by employment specialists in the agency. He/she then might interview the staff to determine each individual's concerns. At that point a questionnaire or test could be appropriate to identify training objectives for staff development. Birnbrauer and Tyson (1985) suggest the following steps for conducting a needs assessment.

First determine the short-term and long-term objectives of the needs analysis. Next, identify the population to be studied. Should the needs assessment include the entire agency staff, the supported employment personnel, or just employment specialists? Then determine and design the strategies to be used for assessment and conduct the analysis. Finally, analyze the data identifying problem areas for developing objectives of the staff development program.

Who Should be Included in the Needs Assessment Process?

Barcus et al (1987) suggest that a needs assessment in supported employment should include the following individuals to be successful:

- Assess the needs of the individuals to receive training,
- Assess the desired outcomes of the decision makers,

- Summarize the needs of the trainees with the desired outcomes of the decision makers, and
- Define observable and measurable goals for the staff development.

Bowman (1987) agrees that an effective needs assessment must coordinate the organization's needs and the employees' perceived needs. If staff development are expected to use skills learned on the job and if management is expected to be supportive, a broad perspective must be utilized (Bowman, 1987). For example, if a questionnaire is being used to assess employment specialist training needs, individuals at all levels of the organization should be included. The job development chapter provides an example of a needs assessment that can be completed with an employment specialist and his/her supervisor. The basic concept is that each fills out the form based on his or her perceived need for training and then a joint training plan that incorporates both is developed. Bowman (1987) states that uncovering different opinions are fine, since it may indicate a need to improve communication of the organizational goals with individual goals. Assessing all individual involved will help merge conflicting objectives for staff development (Barcus et al, 1987).

Inge et al. (1988) suggest that the first step in the needs assessment process is to identify the value that a trainee places on supported employment. Does this value reflect the agency's philosophy? Obviously these two positions should be in agreement for successful implementation of supported employment programs. The following sample questions may help in determining the values an individual holds regarding supported employment:

1. **Do all individuals have the right to work and earn wages?**
2. **Why do you think supported employment is an important service for consumers?**
3. **Do all individuals regardless of disability have the potential for gainful employment? If not, who do you feel should be excluded?**
4. **Which consumers in your agency should receive priority for supported employment services?**
5. **Do you think it is acceptable for a consumer to earn less than minimum wage? If so, under what conditions?**
6. **Is pre-placement training critical for success in supported employment programs?**
7. **What factors related to social integration would you look for when selecting a position for a consumer?**
8. **Do you think there is a continuum of supported employment services that an individual moves through towards independence? For example, a person should be successful in a sheltered workshop, then on a work crew or enclave before an individual placement.**

A sample needs assessment to determine participant values is included under the Overview of Supported Employment Section. In addition, the trainer will find a selection of training activities to address this topic should it be necessary to explore supported employment values with a new employee.

Force-Field Analysis

Force-field analysis may be a useful strategy to implement during the needs assessment process for determining training objectives and designing a training plan.

This strategy developed by Kurt Lewin (Eitington, 1989) can be utilized to identify the forces that **impede** movement toward a specified goal and the forces that **facilitate** such movement. For instance, an agency's staff may be attempting to implement a supported employment program but are having limited success in consumer placements. Use of the force-field analysis approach can help in diagnosing specific problems that are inhibiting successful placements. Steps in a force-field analysis include the following:

FORCE FIELD ANALYSIS

1. **Identify a problem and turn it into a program goal statement.**
2. **Identify forces that assist in achieving the goal and those that keep the program from meeting the goal. These are called DRIVING and RESTRAINING FORCES.**
3. **Rank these forces in the order of most to least influence on the goal.**
4. **Rate how easy or difficult it will be to bring about changes in the driving and restraining forces.**
5. **Identify action plans for facilitating driving forces and inhibiting restraining forces.**
6. **Select plans for implementation.**

Modified from materials developed by Dr. Carroll Londoner, VCU, Richmond, VA.

In order for the reader to understand the use of this strategy in supported employment programs, the following example is offered. Assume that an agency named Towards Community Employment has received funding to implement a supported employment program with individuals who are severely disabled. Three employment specialists were hired and have been working for approximately seven months to develop placement sites. Unfortunately, to date, none of their consumers have become independent of the trainer. The program manager has decided to use a force field analysis to assist in identifying forces for and against the goal of placing individuals into supported employment placements. She used the following diagram as a worksheet to assist her in the process.

FORCE FIELD ANALYSIS

Cite objective, goal, target, problem, need:

DRIVING FORCES **Forces Favoring the Goal**	**RESTRAINING FORCES** **Forces Resisting the Goal**

The Program Manager's Completed Force Field Analysis

Goal: During the next year, 6-8 individuals who are severely handicapped with IQ scores less than 35 will be placed in supported employment options and maintain independent employment for at least six months each.

DRIVING FORCES
Forces Favoring the Goal

1. The director of the agency has made supported employment placement a priority.
2. Money is available for staff training.
3. Staff have supported employment experience with individuals who have moderate mental retardation.
4. Staff have an excellent working knowledge of job development.
5. The program has access to consultants in the field of supported employment who have knowledge in systematic instruction.
6. The agency has a professional library.
7. Staff are committed to making the goal a reality.

RESTRAINING FORCES
Forces Resisting the Goal

1. Staff did not have pre-service training or experience working with individuals who are severely handicapped.
2. Decisions were made quickly in order to get consumers into job sites.
4. Consumer assessment was not adequate for job placement.
5. Training strategies have not proven successful in teaching job tasks.
6. On-the-job failures have resulted in low staff morale.

Completion of a force field analysis told the program manager that staff training was a critical issue for success of the new program. Specifically, the employment specialists needed to acquire information in the areas of consumer assessment and systematic instruction for individuals with severe handicaps. The program manager then decided to brainstorm ideas for an action plan. Some of these ideas follow:

FORCES FOR THE GOAL:

1. The director of the agency has made supported employment placement for individuals with severe disabilities a priority.

   a. Free up money for staff consultants.
   b. Promote staff development time.
   c. Assign agency staff for program assistance.
   d. Become involved in increasing staff morale. (Inhibits restraining Force #6.)

   Note: This force has a **positive** influence on all of the other driving forces.

2. Money is available for staff training.

   a. Obtain training schedule for RRTC internships.
   b. Contact Association for Persons in Supported Employment (APSE) for training schedule of supported employment workshops.
   c. Develop a list of local technical assistance providers and their area of expertise.
   d. Review available training materials on the market and develop a list of appropriate resources for purchase.

3. Staff have supported employment experience with individuals who have moderate mental retardation.

   a. Identify areas of staff expertise using needs assessment strategies.
   b. Pair up staff members based on knowledge base i.e. staff member strong in job development area may exchange information with one who is strong in consumer assessment.
   c. Use existing knowledge base to build upon for staff development and to increase staff morale.

4. Staff have an excellent working knowledge of job development and an excellent reputation in the business community.
    a. Use this knowledge to brainstorm ideas for creative job development in this new program focus.
    b. Modify strategies for individuals with severe disabilities.
    c. Identify supportive sites for consumer situational assessments.

5. The program has access to consultants in the field of supported employment who have knowledge in systematic instruction.
    a. Contact consultants and determine availability for inservice training.
    b. Develop a "mentor" program pairing consultants with employment specialists to encourage skill development.
    c. Develop a training schedule for an mutually agreed period of time.

6. The agency has a professional library.
    a. Develop a resource list of helpful materials specific to supported employment for individuals with severe disabilities.
    b. Schedule group sessions to discuss specific resources that would be beneficial for staff development.
    c. Provide individual staff time away from job sites to use the agency library.

7. Staff are committed to making the goal a reality!
    a. REINFORCE staff for all efforts to achieve the goal.
    b. Recognized staff within the organization when successful placements have been made.
    c. Give Comp days as a bonus when staff successfully fade from a job site, etc.

Developing Training Objectives

After the trainer has developed a good understanding of the organization(s) and the potential participants' needs, it is time to establish specific objectives for training. The assessed needs of the targeted trainees will determine the most appropriate objectives and subsequently the selection of training content, sequence of the content, and the types of strategies used to deliver the content (Inge et al., 1988). A good training objective should be written in terms that are understandable and measurable.

They should be specific and indicate the behavior or performance that indicates the objective has been met.

Kemp (1985) states that most trainers focus on the development of cognitive objectives when designing staff development programs. These objectives are concerned with the amount of knowledge or information a trainee gains from the training program. Cognitive functions can be organized into six categories of intellectual activities. These include knowledge, comprehension, application, analysis, synthesis, and evaluation. Here are examples of learning objectives on each of the six levels in the cognitive domain using job site training as the topic.

Topic: The System of Least Prompts as a Training Strategy

Knowledge:	The participant will be able to **LIST** the steps in using least prompts as a training strategy.
Comprehension:	The participant will be able to **DESCRIBE** one of his/her consumers and how this strategy would facilitate task learning.
Application:	The participant will be able to **DEMONSTRATE** the use of the least prompt procedure with a consumer who is severely mentally retarded during the staff training program.
Analysis:	The participant will be able to **CONTRAST** the differences between the least prompt training strategy and another job site training technique.
Synthesis:	The participant will be able to **DESIGN** a program plan for using least prompts on a job site.
Evaluation:	The participant will be able to **EVALUATE** least prompt training data and determine if program modifications are indicated.

Many times trainers will focus exclusively on the knowledge level of learning and fail to include objectives that stimulate the participants to accomplish more challenging tasks (Kemp, 1985). Often without realizing it, a trainer may continue to provide staff development programs on a knowledge level when the participants need to advance to higher level activities. For instance, an employment specialist who has been working for several months may have mastered the knowledge, comprehension, and application levels but needs additional training in analysis, synthesis, and evaluation. A needs assessment may be helpful in determining which cognitive level is appropriate for developing training objectives.

When writing program objectives, the trainer should begin by using action verbs that describe the learning required by the participant. In addition, he or she should determine if a level of achievement/performance standard should be included as well as the condition under which evaluation will occur. Kemp (1985) offers a list of verbs that can be used in developing training objectives applicable to the different levels of cognitive learning.

Knowledge:	arrange	define	label	list
	match	memorize	name	recognize
Comprehension:	classify	describe	explain	identify
	restate	review	tell	translate
Application:	apply	demonstrate	illustrate	operate
	prepare	practice	show	use
Analysis:	analyze	compare	contrast	differentiate
	distinguish	examine	question	test

Synthesis:	compose organize	construct plan	design set up	formulate write
Evaluation:	appraise judge	assess rate	estimate score	evaluate support

Adapted from: Kemp, J. E. (1985). The instructional design process. New York: Harper & Row, Publishers, Inc.

Inge et al. (1988) suggest that trainers must identify objectives that focus on participants' philosophy/values and technical skills as well as knowledge objectives. A well developed needs assessment should address all three areas in order to build a comprehensive training program. Examples of training objectives can be found under the four major sections of this manual to include job development, consumer assessment and job placement, job site training, and follow-along.

Designing Learning Contracts

One way to actively involve participants in the design of training objectives is to implement the use of learning contracts. This tool may be particularly helpful to the program manager who is responsible for designing a long term staff development program for new employment specialists. The concept for learning contracts was developed by Malcolm Knowles (Becker, 1978) and should be designed to "move the learner from where he [she] is to where he [she] wants to be."

The trainee and the program manager or inservice provider should include the following points when developing a learning contract. First, identify the actual objectives that will be addressed and the resources and strategies that will be used to accomplish each objective. Next, determine a way to measure if objectives have been met and identify the data that needs to be collected. Finally, set a criterion for accomplishment for the trainee and the program manager/supervisor to use in determining if the learning objectives are met. The following guidelines should be used when developing a learning contract (Becker, 1978).

1. **Establish career goals that are realistic within the scope of the agency and important to the trainee. (A needs assessment may be helpful during this process.)**
2. **Identify key sub-goals for these career goals.**
3. **Design competencies for each sub-goal.**
4. **Select the learning needs that will be worked on during a specific time period.**
5. **Write the learning contract.**
6. **Identify checkpoints during the time period to review the process of learning and to provide on-going support.**
7. **At the end of the specified learning period, examine the contract to assess achievement of the goals.**

Modified from: Becker, S. (1978). Learning contracts: Helping adults educate themselves. Training. pp. 57-58.

Case Study Using a Learning Contract

Vicky has just been hired as an employment specialist for "Community Alternatives," a supported employment program for individuals with severe disabilities. She comes to the agency with two years experience in a sheltered workshop setting as a floor supervisor who provided instruction on task acquisition and production. Her program manager recognizes that she has many strengths in the area of training individuals with severe disabilities in a sheltered setting, but does not know how to implement many of the aspects of supported employment. The first day on the job, Vicky was asked to complete a needs assessment concerning her training needs which was reviewed with her supervisor. Together they developed a learning contract that included each of the five components of supported employment and time lines for completion of the plan. Please refer to the following page for a sample learning objective in the area of job development.

Designing Staff Training Programs

Once the training objectives have been identified based on the needs assessment of the individual(s) to be trained, a method for delivering content must be determined. There are a number of strategies from which to select depending on the number of individuals receiving training, the length of the training session, and the number and type of training objectives identified (Inge et al, 1988). In addition, the trainer must consider whether the training session will emphasize values clarification, knowledge, skill development, or a combination of these areas (McDaniel et al., 1986). The following sections discuss the various techniques that can be used for staff development.

Lectures

The first technique many people think of when selecting a strategy for staff development and training is the lecture format. It is the method that is used most frequently in schools and colleges to teach students subject content and hence most people have been exposed to this concept. However, it is likely the most overused technique for adult learning.

SAMPLE JOB DEVELOPMENT OBJECTIVE
Vicky's Learning Plan

Learning Objectives	Resources	Evidence of Accomplishment	Criteria for Validating Evidence
The employment specialist will be able to: 1. Identify supported employment jobs in the community and explain supported employment services to potential employers.	1a. Vicky will "shadow" an employment specialist who has experience in job development during the week of 8-15. 1b. Vicky will take the lead on 2 "cold calls" when accompanied by another employment specialist before 8-20. 1c. Vicky will complete the agency's training module on marketing by 8-31, and review it with her supervision. 1d. Vicky will attend a seminar offered on job development through the state office of supported employment by 9-15. 1e. Vicky will participate in weekly job development brainstorming sessions through the remainder of this calendar year.	1. Completed Job Market Screening Form. 2. Completed Employer Contact Sheets. 3. Employer Interview Forms for potential jobs. 4. Certificate of course completion from the office of supported employment. 5. Completed worksheets from the trainng module.	Vicky and her supervisor will review the evidence of accomplishment by 9-30, and together will assess her job development skills.

Staff Development Learning Contract

Learning Objectives	Resources	Evidence of Accomplishment	Criteria for Validating Evidence
The employment specialist will be able to:			

There are a number of reasons why lectures are not effective for staff development (Eitington, 1989). First, the learner takes a passive role as the instructor provides the information. Since adults need to be actively involved in what they are learning, many people may simply "tune out" during lecture presentations. It is also difficult to determine what the trainees are learning, since there is little interaction between the speaker and the participants. Finally, some trainers may think that delivering information through lecture format will make a difference in work performance. It is critical to realize that a person may learn new knowledge through lecture presentations but not be able to translate it to on the job performance.

This is not to say that lectures should never be considered as a strategy for staff development. However, a number of guidelines should be considered. These include the following.

- **Use lectures to present new information and increase general knowledge.**
- **Limit lecture time to 20-30 minutes before inserting a participatory activity.**
- **Always be prepared and know the subject matter.**
- **Use clear visual aides and handouts that the trainees can refer to later on the job.**
- **Be sure to allow time to discuss the content presented.**
- **Invite audience participation including a question and answer period.**
- **When asking questions, pause to allow the trainees time to answer. A brief silence will encourage participation.**
- **Acknowledge questions by repeating them for the entire audience.**
- **Encourage other trainees to help answer questions for participant driven question and answer periods.**

Guidelines for Designing Visual Aides

Even the best planned lecture can be undermined with the use of poorly developed visual aides. The overhead projector has become the most used and perhaps misused tool during lecture presentations. Some of the common traps presenters fall into are using type that is too small, including too much information on a single transparency, and having too many overheads for a single presentation. A good rule of thumb when producing transparencies is to keep it simple! Use the visual aide to reinforce and outline a presentation rather than including every detail to be discussed. The following points should be considered when designing and using overhead transparencies (Dalton, Morton, & Everson, 1987; Duncan, 1985; Will-Harris, 1991).

DESIGN:

1. The participants in the back of a room should be able to see visual aides as clearly as the ones seated in the front. Most typewriters use 10 point type which should never be used on an overhead. Computer programs such as Word Perfect offer different type sizes that are extremely useful in the production of overheads. Consider using a minimum of 24 point size for readable transparencies. If you do not have access to a word processing program, consider enlarging the type size on a copier.

Creating Readable Overheads!
(24 point size)

Creating Readable Overheads!
(30 point size)

2. Limit the amount of text included on a single overhead. For instance, six lines of text with no more than six words per line should serve as a guide.

3. Consider using color, borders, and graphics to add interest to the presentation. However, don't overdo! A few well placed accents will enhance, but too many will detract from the information.

4. Number the overheads in case they get out of order. This is a helpful strategy to use in case they fall on the floor or to reorder them after a presentation for future use. Also consider marking supplemental overheads with a star indicating that the information can be deleted if presentation time runs short.

EFFECTIVE UTILIZATION:

1. Don't leave on the overhead projector without a transparency. This is very distracting to the audience. In addition, don't leave a transparency on the overhead long after a point has been discussed.

2. Don't turn your back to the audience to look at the overhead screen. Have a pen or pointer handy to point to material on the actual transparency. This will be reflected on the screen making it possible for the presenter to maintain eye contact with the participants.

3. Always have a spare transparency bulb with you during a presentation. However, if the equipment does fail, move it out of the way and continue using other options such as a flipchart. Try not to get caught without an alternate plan!

4. Make sure you are not blocking the view of the audience when using an overhead.

5. Have handouts available with the information used on the transparencies. Be sure to pass these out at the beginning of the presentation rather than during, since this can be distracting.

Flipcharts can also be an effective visual aide during a lecture presentation. They are easily transported requiring less equipment and materials than the use of an overhead transparency. Flipcharts also permit flexibility in the training format, allowing the presenter to display ideas as they develop in the presentation. Some limitations however, are that the presenter must feel comfortable with this strategy, and it is not useful for larger sized groups (Kemp & Dayton, 1985).

TIPS FOR USING FLIPCHARTS:

1. Print on the chart using large block letters.

2. Use bold colors such as green, black, brown, and dark blue. Stay away from colors such as yellow and orange except for accent.

3. Summarize points in the presentation using the flipchart. Use it to write down participant questions and issues referring back to them as subject matter is covered.

4. Vocalize your point before writing it down. This gives the participants a chance to think about what has been said while you are writing.

5. "Save" important information by taping up the flipchart pages in the room.

6. Don't put too much information on a page. Ten lines of writing may be a useful guideline.

7. Underline key points and use color to change focus or ideas.

8. Put down the pen when not in use! It is all too easy to "play" with the cap and distract the participants' attention.

USING SLIDE SHOWS AND VIDEOTAPES

"A picture is worth a thousand words" certainly is an old saying that would apply to the use of slides and videotape during a lecture presentation. For instance, a five minute videotape of a consumer with a severe disability working can be more powerful than a day long session describing how this can be possible. Pictures make the abstract concrete; the invisible visible. However, it takes some planning and work to produce effective slides and videotapes.

Many people often develop slide and videotape shows by randomly taking pictures of consumers working on supported employment job sites. The idea is to build a library of slides and tapes that could be used at a later date to develop materials for training sessions. This can be a costly and time consuming proposition. Most likely there will be many slides and tapes that will never be used or discarded, because they don't demonstrate the point a trainer is trying to make. The best strategy is to identify the content of the slide or videotape presentation prior to producing the materials through the use of a storyboard format. The following steps can be used regardless of whether a slide show or videotape is being produced.

1. **Identify the audience who will be viewing the A-V materials.**
2. **Determine the training objective. For instance, is this videotape designed to increase knowledge or address value issues, etc.**
3. **Develop the storyboard and script.**
4. **Select the "talent" for taping.**
5. **Determine cost of production and modify as needed.**
6. **Obtain written talent releases from appropriate parties. This may include the consumer, parent/guardian, employer, coworkers, etc. Do not to use pictures/videotapes of people who are not involved in your program, and who have not granted a talent release!**
7. **Produce the slides or videotape.**
8. **Edit the materials.**
9. **Slide shows should last no longer than 15 minutes.**
10. **Video clips should not be more than 5-8 minutes in length.**

The actual storyboard should include information on the visual content, design elements, and audio components of the presentation. A few minutes of planning prior to entering the field for production can save time and eliminate confusion on the supported employment jobsite. It is also important to obtain the appropriate permissions from employers. Some facilities may have special rules and regulations that need to be followed. For instance, one job site did not want to be used in a videotaped presentation because of security reasons. Also remember to keep extra people to a minimum. Do not disturb the site you are taking pictures of or filming. The following represents a page from a storyboard developed by RRTC staff.

Sample Page From A Job Development Storyboard

Visual	**Audio Narration/Music**
E.S. walking into a company to present the program.	Job development is the process of locating jobs in the community for individuals with disabilities.
E.S. looking at map, then making telephone call. Words on screen are Community Job Market Screening, Employer Contact and Job Analysis	The components of job development which are encompassed in the supported work model of competitive employment include: community job market screening; specific employer contact through phone calls, letters, and visits; and observations of the job site to determine job requirements.
E.S. w/ newspaper **Flash form on E.S. desk onto screen** **E.S. preparing form and making phone call.**	An assessment of the local job market familiarizes the employment specialist and includes: community job market screening; specific employer contact through phone calls, letters, and visits; and observations of the job site to determine job requirements.
E.S. talking on telephone with newspaper open.	After a general screening of the community job market has been completed, begin contacting employers about specific job openings.
E.S. going through newspaper and circling job openings.	A rule of thumb when searching for appropriate jobs is to first contact employers who have an existing job opening; if none of these is fruitful, then contact employers in the job areas you have identified in your community screening.

(E.S. = Employment Specialist)

ETC.

Panel Discussions

A panel discussion may be an effective inservice training strategy for increasing participant knowledge on a supported employment topic or for values clarification. Typically, a number of experts (from 3 to 6) are asked to discuss their experiences and exchange their views. Participants are given a chance to comment or ask questions. Panels can be used effectively with as few as 20 participants or with an audience of several hundred (Eitington, 1989). It is important to designate a moderator when using a panel to summarize the topic, monitor the time span, and encourage audience participation. The following points may be useful when using a panel discussion for training activities.

- **Use panels to stimulate interest and provoke discussion.**
- **Limit panel size to 3 to 6 members.**
- **Carefully match panel topic and members.**
- **Use a moderator to introduce the panel members**
- **Monitor time to allow all members to have equal opportunity to talk.**
- **Summarize content throughout the panel discussion.**
- **Invite audience participation.**

Techniques for Small Group Training

One of the adult learning principles that has been discussed at length in this chapter is the use of participatory training. Adult learners want to have an active role in designing their training needs, and they want to be actively engaged in the learning process. The use of small groups allows the trainees to learn from each other and answer their own questions rather than constantly relying on the trainer to lecture or provide all of the "expert" information. Typically, the small group format allows participants to interact in a non-threatening way, and encourages the shy individual to comment that would otherwise remain silent (Eitington, 1989).

In supported employment programs, small group training can consist of as few as 2 individuals or as many as 8 participants. However, it is suggested that small group work be limited to no more than 3 - 4 trainees, since many people may not participate if the group number becomes larger. The various activities that follow in this manual suggest that the participants complete the tasks in a small group format. These include solving case study situations, performing role plays, answering questions, solving problem scenarios, sharing personal experiences, comparing ideas, etc. Specific recommendations are made regarding the structure of the groups and modifications based on the number of individuals receiving training. Regardless of the number of participants in the small groups, there are a number of guidelines that may be useful to the staff trainer.

Guidelines for Using Small Groups

- Frequently change the "membership" of a small group in order to energize the trainees. If the same participants interact throughout a training session, they may become too familiar with each other and fail to complete the assigned tasks.
- Arrange the room to promote small group work. If at all possible, have comfortable seats that can be arranged in a circular fashion for eye to eye contact.
- Set time limits for small group activities. Stick to the rules and expect the groups to have a final product that must be shared with the larger group.

- Determine if the small group activity requires a team leader or recorder. The trainer may assign these roles or let them develop naturally. In any case, inform the group that they are expected to report back in the large group format.
- Circulate among the small groups to monitor the assignment. Use this time to identify points that can be used during the larger group discussion. Many groups will not recognize important concepts that they are developing, and the trainer can highlight these for their attention. **Don't overstay your welcome, however.** Encourage the group and move on to the next set of participants.

(Modified from Eitington, 1989)

Using "Icebreakers" and Opening Activities

Many trainers begin their lectures by "jumping" into their topic or taking care of business matters such as passing out the agenda or discussing break times, etc. Icebreakers and opening activities allow the participants to gradually ease into the program and be introduced to the training topic. Typically icebreakers are quick introductory activities that allow the participants to become acquainted (Eitington, 1989). For instance, the participants may be asked to spend a few minutes in pairs before introducing each other to the larger group. Structure can be added by providing the pairs with questions to answer about themselves.

Creativity is the key to making icebreakers a fun experience rather than a dull introductory session. For instance, the trainer may write funny characteristics of an employment specialist on a sheet and ask the participants to find someone in the room who has that characteristic. The first person to identify someone for each characteristic wins a door prize.

Obviously, if the trainer is working with a group of individuals who already know each other, he or she would want to design an opening activity that relates directly to the content of the training material. Participants may be asked to take a few minutes to answer a true and false questionnaire with common misconceptions regarding the topic to be presented. The trainer can then use the questionnaire to provoke an opening discussion for the training session. A number of icebreaker and opening activities are provided as samples throughout this text for use during supported employment training programs. The following list provides some of the positive features of using these strategies during staff development programs.

Group Benefits to Using Icebreakers and Opening Activities

- **Helps to build a group identify.**
- **Allows trainees to be spontaneous and reduce tensions concerning training program participation.**
- **Builds trust between the trainer and participants.**
- **Gives everyone a chance to participate including the shy trainee.**
- **Builds momentum for the training program.**
- **Energizes the participants and trainer!**

Modified from: Eitington, J.E. (1989). The winning trainer (2nd ed.). Houston: Gulf Publishing Company.

Using Case Studies to Facilitate Learning

Case study analysis is an excellent training strategy for supported employment staff development. In general, the use of case studies requires trainees to read specific facts regarding a situation or scenario, problem solve, and discuss various answers to that situation in a small group format. Case studies require trainees to actively apply learning that has been presented in other training formats such as during a lecture section.

CASE STUDIES: (Eitington, 1989)

Provide an opportunity for the trainees to work cooperatively.

Help participants realize that other people face similar situations.

Allow trainees to express views in a non-threatening environment.

Demonstrate that there is seldom only one answer to a problem.

There are a variety of strategies that can be used to design a case study. These include the single case approach, the multiple-case technique, the filmed case study, the audiotape, the "live case", the ranking approach, and the decision analysis approach.

The single case study is used to stimulate thinking and problem solving around a single scenario. For instance, employment specialists may be given a description of a supported employment consumer and asked to problem solve a situation that occurred during job site training. Trainees can work independently or in small groups depending on the number of individuals receiving training during the staff development program. In either situation, the trainer should always discuss the scenario and encourage creative as well as multiple solutions to the case study. The difficulty and complexity of each situation can be varied so that the solution requires only a few minutes or an in-depth discussion by the trainees. Worksheets that include questions to be answered by the participants may be a helpful tool to guide the group discussions. **The multiple case study** is simply an extension of the single case approach. In this instance, the employment specialists would be given several case studies around the same problem and asked to compare the various situations.

The filmed case study provides the participants with additional realistic input that can be most useful during a training session. For instance, it is often difficult to write or talk about the characteristics of a supported employment consumer who has a severe disability. Trainees who are new to supported employment may not believe that these individuals are actually working successfully in the community. The use of a filmed case study that depicts the consumer throughout the various phases of the supported work model can be much more effective than written or verbal descriptions.

Filmed case studies can be used across all of the various components of supported employment training. For instance, the new employment specialist may be asked to use written case study materials about a supported employment referral and a filmed segment to complete the consumer screening form. A videotape of an employer interview may be helpful when discussing job development. The employment specialist in this example would be required to identify positive as well as negative interactions and discuss the implications for marketing the supported employment service. Numerous ideas could be developed using the filmed case study. The trainer is referred to the section in this chapter on using a story board to develop videotaped materials.

The audiotape case study is another variation that can provide a different approach to technique. In this instance, the trainer uses taped information as the basis for the activity. Audiotapes should be kept short, since participants will begin to "tune out" the auditory input after a period of 10 minutes (Eitington, 1989).

Another variation on the case study theme is the use of the **"live case" approach**. In this instance, a real-life situation is presented to the participants, and they are asked to problem solve the scenario. This is a familiar strategy used to train physicians during hospital rounds. Supported employment trainers are cautioned however, to use this technique with respect for the individual being discussed and only if informed consent of the consumer is obtained. In addition, no more than two employment specialists should observe a consumer on a job site at any one time. The only exception may be a public access sight such as a restaurant where a consumer who is busing tables could be observed unobtrusively. Actual group discussion should always take place away from the situation and not in front of the individual who has been observed.

The ranking approach to using a case study provides yet another strategy for the trainer. In this example, several solutions are presented for a case study, and the participants are asked to rank the various strategies. An activity using a ranking approach case study could be completed on an individual basis with follow up in a small or large group discussion format. For instance, the trainer could provide a case study scenario concerning a behavior management problem that occurred on a supported employment job site. The employment specialists would be asked to review various strategies that may be used in the given situation, and then requested to rank them in order of how they would solve the problem.

Another variation on the case study theme is to use a **decision analysis approach**. Using this technique the trainer may present the trainees with a case and several possible solutions to it. The participants are then asked to determine the pros and cons of each solution and the possible future consequence of the action (Eitington, 1989). They may also be requested to identify a better way of dealing with the case study problem than those presented by the trainer.

Case Study Key Points

1. **Identify the targeted training objective for the case study.**
2. **Select the appropriate case study strategy.**
3. **Use case studies that are "real" situations. This provides credibility to the trainer.**
4. **Realize that there is no "right" answer or solution to the case study. Encourage the participants to determine multiple solutions.**
5. **Provide adequate time for the participants to discuss the case study. Assist them during the small group discussions, but don't provide the answers.**

Role Playing

Role playing during training sessions allows the participants to practice new skills prior to actually using them in a real life situation. For instance, a new employment specialist may find it very beneficial to role play employer contacts for job development and receive feedback from a trainer or program manager before he or she has to actually face a prospective employer. There are a number of ways to structure a role play session. The following list provides some sample ideas regarding role play presentations. The trainer is encouraged to develop other ideas or modify these suggestions.

1. Trainer role plays a situation with a co-trainer or audience volunteer. Participants discuss key points that are listed on a worksheet in a large or small group format.
2. Pariticipants take turns role playing scenarios in front of the large group. Observers provide feedback regarding the "actors'/actresses'" performance.
3. Trainees are divided into groups of 2 (diads) and asked to role play a scenario. The trainer circulates among the groups providing feedback and suggestions to the various groups. After everyone is finished, the trainer may ask for two volunteers to role play the scenario for the large group prior to a group discussion.
4. Same as above except the trainees have an opportunity to play each of the roles identified in the activity.
5. Trainees are divided into groups of 3 or more participants and assigned a role play situation. Several of the trainees assume the identified roles while the remaining participants act as observers to provide feedback on the scenario.
6. Participants are divided into small groups and each group is provided a different role play with a similar theme, i.e. job development. At the end of the role plays, each group is asked to describe the experience and share important concepts that they have learned.

Things to Think About When Designing A Role Play

- **Some participants may find role playing a threatening experience. Remember to keep the focus on having fun.**
- **Use worksheets to provide structure to the role play situation. For instance, allow participants time to think about their assigned roles and develop a strategy for the situation using their worksheets.**

- **Be specific regarding the objective of the role play situation. Poorly designed activities can leave the participants feeling that the role play is a time filler.**

- **Allow participants to critique their own performances rather than relying solely on observer feedback. This can make the situation less threatening.**

- **Develop a feedback processing worksheet. Encourage observers to focus on positive as well as negative comments.**

- **Field test the role play situations and modify them as necessary.**

- **Allow plenty of time to practice and re-practice roles. The purpose of this strategy is to allow participants to develop skills in a simulated setting.**

- **Always review the role play and summarize the learning process. The trainer should serve as a group facilitator in this instance, encouraging the participants to discuss what has occurred, what has been gained, and what needs additional training.**

Designing And Using Games As A Training Strategy

Using a game during training is an excellent way to summarize the content presented during a lecture presentation or training session (Sugar, 1990). It is a fun way to involve participants in the learning process by illustrating specific points, clarifying information, as well as build group cohesiveness (Renner, 1990). Participants also learn things by hearing them over and over, however it would be very boring for a trainer to keep repeating information through a lecture format. Games can restate the training content to reinforce learning without having the participants feel that they are going over the same information for yet another session (Newstrom, 1990). A game can help "glue in" the training session (Eitington, 1989).

It is important to be prepared when using a game as a training strategy as well as have a clear stated objective for the activity. Trainers can easily fall into the trap of game playing as a fun activity or as a time filler rather than identifying the training content that is being reinforced. There are many sources for designing games to include the modification of ones familiar to the participants. For instance, "Supported Employment Bingo" or "Supported Employment Jeopardy " could be played using already familiar guidelines. Both of these games are included in this manual. In summary, the use of a game as a training tool is limited only by the trainer's imagination and creativity. Eitington (1989) provides an excellent resource for the trainer interested in this strategy. The following checklist has been modified from his work.

—— **Has the training objective been identified?**

—— **Have the rules of the game been established?**

—— **Has the time for implementation of the game been selected? Is it the most appropriate for skill learning?**

—— **Are the materials designed and are they available? Are there extra supplies in case of additional participants or loss of materials?**

—— **Has the role of the trainer been established? Is he or she the game leader, judge, moderator, etc.?**

—— **Has the game been field-tested and modified?**

____ Are the written and verbal directions clear? Do the participants have time to ask questions prior to the game?

____ Has time for processing the learning experience been provided upon game completion?

____ Is this game fun? Is the training atmosphere informal?

Field Work Experiences

The use of field work experiences is clearly one of the most important strategies for supported employment staff development. Participating in field work allows the new employment specialist to practice skills that will be needed when performing their daily job duties. Several issues need to be considered when setting up field work experiences for new trainees. First, the sites, consumers, and materials selected should be similar to those used by the supported employment agency. For instance, designing a simulated worksite at the agency rather than using an actual job site for a consumer assessment field work experience would not be advisable. Objectives for the fieldwork should be clearly identified and explained to the trainees. The following list represents some of the issues that should be considered when designing and setting up a field work experience.

1. Has a site been identified that is appropriate to the field work objective and resources of the agency?
2. Have the appropriate individuals been contacted for approval?
    a. Employers
    b. Parents
    c. Consumers
    d. Agency personnel
3. Have liability issues been considered?

4. Are the consumers being paid for their involvement? Has the paperwork for this been completed? If they are not being paid, is the reason specified in their I.E.P or I.W.R.P? For instance, is the field work experience serving as a situational assessment for a new referral to the supported employment program?

5. Has a site contact person been identified? Does this person know the requirements for the field work experience?

6. Is the trainer familiar with the identified site and comfortable with the procedures that need to be followed?

7. Have worksheets been developed specifying the field work requirements?

8. Have travel arrangements been made for the participants (i.e. trainees, consumers, coaches)?

There are numerous supported employment training situations that would be appropriate for field work experiences. In fact, training of a new employment specialist should not be considered complete until actual on the job training experience has been provided. This would include a system of observation, coaching, and feedback for a successful training experience. A good coach will demonstrate the skills that are being targeted, the main steps in achieving that skill, and the key points for completion. The following points should be considered when coaching a new employment specialist.

Field Work Key Points

- **Use clear concise language.**
- **Clearly state the standard for successful performance.**
- **Encourage the trainee to ask questions.**
- **Work from simple to complex skills.**
- **Use repetition to build skills.**

- **Correct errors and omissions.**
- **Demonstrate rather than criticize.**
- **Reinforce improvement.**
- **Review areas of excellence as well as needs.**
- **Give the trainee time alone to practice.**
- **Clarify the objectives for feedback during coaching.**
- **Avoid correcting too frequently and use judgement regarding the timing of feedback.**
- **Provide feedback in relation to known standards.**
- **State feedback in objective terms.**
- **Ensure feedback is both positive and constructive.**
- **Use objective means of collecting information.**

Selecting Techniques for Delivering the Training Content

The decision to select a particular training strategy i.e. lecture, audiovisual materials, group discussion, case studies, field work experiences, etc. should be based on the goals that have been selected for staff development, the characteristics of the trainees, the length of the training session, the experience of the trainer, and the training location (Inge, et al., 1988). When selecting techniques based on the training objectives, the trainer needs to consider whether the content area will emphasize values clarification, knowledge, application of a technical skill or a combination of these areas (McDaniel et al., 1986). A lecture may be the choice if increased knowledge is the objective but inappropriate for a values clarification session. A videotape of a consumer who is severely disabled on the job site may be more appropriate to stimulate a values clarification discussion. The following table may be useful for selecting techniques for content related to values clarification, knowledge, and/or application of technical skills.

Techniques for Delivering Inservice Content.

Techniques		Values	Knowledge	Application of Technical Skills
Panels:	Group of experienced personnel discuss supported employment topics.	x	x	
Site Visits:	Observation of methods being discussed during training sessions.	x	x	
Videotapes:	May be used for presentation of ideas and practice sessions.	x	x	x
Slide Shows:	Presentation of actual supported employment methods.	x	x	
Small Group:	Two to eight people discuss/exchange ideas on a specific topic.	x	x	
Working Pairs:	Two people discuss/practice specific information for a short period of time.	x	x	x
Role Play:	"Acting" typical situations related to supported employment.		x	x
Games:	Participants play games that focus on training content.	x	x	
Skits:	Organized presentation/play of specific situations by the trainers.	x	x	
Lectures:	Recommended length not to exceed 30 min.		x	
Case Studies:	Presentation of a situation for small group analysis.	x	x	x
Written Products	Handouts, manuals, newsletters, etc.	x	x	
Field Work:	Practice session in real life situations.		x	

(Modified from Inge et al., 1988.)

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The characteristics of the participants will also influence the type of training strategy that is selected. For instance, a staff development program designed for the workshop personnel to explain supported employment services may focus primarily on the value and knowledge areas of identified goals. In this example, videotapes of supported employment placements may be beneficial for values clarification, but fieldwork experience for actual hands-on training would be unnecessary. The trainer may also want to include various activities and or small group situations in which the individuals can discuss supported employment options for the consumers currently in the workshop program. However, sessions designed for new employment specialists in the same agency may focus on all three areas of values clarification, knowledge, and application of technical skills. Technical skills may receive the primary focus for each goal and objective, resulting in an emphasis on techniques appropriate to skill application i.e. field work experience, role-play situations, etc. (Inge, et al., 1988).

The length of the staff development session will also influence the techniques selected for content delivery. A short 1 hour presentation on knowledge related to supported employment may include a 20 minute lecture with a 5 minute slide-tape show, a 20 minute role play, and a 10 minute large group discussion. However, a day-long program might include various other techniques such as field work activity. The experience level of the trainer should also be considered along with the comfort level he or she has with a particular technique. Some presenters may prefer to illustrate a point with a role play while another may feel more comfortable with a case study example. The choice of techniques is an individual matter, and no one is seen as better than another. The following sample internship training schedule was designed for newly hired employment specialists. It provides a model for using the various training strategies presented in this chapter.

Internship Training Agenda

Session	*Lecture Guide*	*Activities*	*Field Assignments*
Day 1:			
Values Orientation and Overview of Supported Employment.	Define supported employment. Define Supported work model of competitive employment. Describe values and philosophies associated with the model. Discuss similarities and differences between the models.	"Fact or Myth" Activity Videotape of supported employment models. Slide tape of supported employment. Supported employment values activity/Group discussion.	Site visits to supported employment placement sites. Record notes on employee work environment and work performance.
Job Development and Business Relationships	Describe guidelines for conducting community job market screening. Describe guidelines for making initial employer contacts. Discuss guidelines for employer interviews.	Group activity to identify local job market. Role play phone contacts with employers. Videotape of employer interview. Role play initial interviews with employers.	Employer communication from an employer's point of view. Discussion with an employer familiar with supported employment. Interview an employer.
Environmental Analysis and Job Duty Analysis	Describe guidelines for using environmental analysis. Discuss job analysis and record keeping.	Videotape of a job environment. Group activity to complete environmental analysis using the video. Case study activity.	Visit assigned job site to complete environmental and job duty analysis.
Day 2:			
Consumer Assessment	Discuss combination of formal and informal strategies.	Videotape of situational assessment. Formal evaluation activity and group discussion.	

Internship Training Agenda

Session	*Lecture Guide*	*Activities*	*Field Assignments*
Day 2: (continued)			
Consumer Assessment		Complete case study of consumer assessment.	
Job Placement	Discuss job/worker compatibility analysis. Describe key factors that affect job placement. Describe disincentives and barriers to employment. Review SSI/SSDI. Present strategies for addressing parent/guardian concerns. Describe guidelines for job interviews. Discuss job placement activities.	Case study: Complete a compatibility analysis. Videotape of parental concerns. Complete SSI/SSDI activity. Role play interviews. Group discussion. Game: "What's My Line?"	
Day 3:			
Job Site Training	Describe strategies for job site training. Discuss strategies for use during orientation and assessment phase of training. Discuss strategies for use during initial skill acquisition. Discuss strategies for stabilization of the worker's performance.	Videotape of job site training strategies. Working pairs complete a simulated task analysis activity. Role play systematic instruction. Case study to develop instructional plan. Case study activity for solving acquisition problems.	Field work to develop task analyses. Field work to practice systematic instruction for skill acquisition. Field work to practice work production strategies.
Working with First Line Supervisors on Training Strategies	Discuss skill maintenance and transfer to site supervisors. Employer presentation.	Case study problem solving activity. Game: "Data Dash!"	

Internship Training Agenda

Session	*Lecture Guide*	*Activities*	*Field Assignments*
Day 4:			
Strategies for Addressing Inappropriate Worker Behaviors at the Job Site	Discuss problem definition. Discuss data collection. Describe reinforcement identification and strategies. Discuss positive strategies for behavior intervention.	Working pairs activity for problem definition. Videotape of problem behaviors for data collection activity. Case study examples for brainstorming problem solutions. Case study to develop an instructional program. Game: "Behavior BINGO!"	
Ongoing Assessment and Follow-Along	Discuss guidelines for monitoring worker's progress. Discuss long-term follow along strategies. Discuss strategies for intervening.	Group discussion Case study analysis	
Data Management	Discuss time management. Discuss strategies for funding all phases of the supported employment model.	Working pairs: review intervention time recording. Group discussion Closing Game: "Supported Employment Jeopardy!"	

Evaluation

The effectiveness of training can be evaluated using four categories or levels to include reaction, learning, behavior, and result evaluation (Chalofsky, 1985). **Reaction evaluation** is often referred to as participant satisfaction and seeks to determine how well the trainees liked the training program. A reaction evaluation is conducted to determine how well the trainer's efforts have been perceived or accepted by the participants. If the program is seen as a poor one, it is unlikely that the trainees will use the information on their job sites. If the training is deemed as good, there is a possibility that new learning will be applied (Eitington, 1989). The following guidelines may be useful in designing a reaction evaluation (Eitington, 1989; Flynn, 1985; Kirkpatrick, 1978).

Designing a Participant Satisfaction Evaluation:

1. Determine the information that needs to be collected. (i.e. critique the instructor, learning environment, training materials, session content, time allotted, etc.)

2. Design a written evaluation form to obtain this information. Design the form to allow for quantified data as well as open ended comments. (i.e. the information provided on using least prompts as a training strategy was 1.) very effective, 2.) effective, or 3.) ineffective.)

3. Schedule an evaluation time at the end of each major learning component or activity. Don't wait until the end of a staff development program to obtain feedback from the participants.

4. Allow the trainees to remain anonymous when completing the evaluation.

5. Encourage participants to write comments or provide evaluation feedback at any time during the training process.

6. Summarize the evaluation data and use it to modify the staff development program. Review the revisions with the participants to assure them that their feedback is being utilized for training modifications. This is an effective way of promoting participant involvement.

Learning evaluation refers to the principles, facts, and techniques that were learned during the training session (Chalofsky, 1985). The trainer who is conducting this type of evaluation is concerned with how much knowledge the trainees have acquired during the "classroom" sessions. Strategies for collecting this information may include written tests, observation checklists used during the training session, or critique forms of trainee performance. The following information may be helpful when evaluating learning that takes place in a training session (Eitington, 1989).

Evaluating Learned Behavior During Training Sessions:

1. ***Observations:*** Throughout this chapter the focus has been on participant driven staff development to include the use of activities during training sessions. If this type of strategy is utilized, it is possible to measure the change in participant behavior across the training session(s). For example,
    a. Written samples of the trainee's work prior to the training session (i.e. consumer screening forms, job development paperwork, instructional programs, and other supported employment reports) can be compared to the work completed after the staff development program.
    b. Comparing participant performance during role play activities at the beginning of a staff development program to those completed at the end of the session. Videotaping participants' performances may be a useful tool for this type of evaluation.
    c. Assigning case study problems after a training session can assess participant learning.
    d. Using checklists to evaluate participants during field work experiences can also provide a measure to assess learning during a staff development program.
2. ***Action Plans:*** The trainer can assess commitment to engage in a new behavior by the nature of the action plans developed by the participants.
3. ***Attitude Surveys:*** If the training program has been designed to change attitudes of the participants, obviously the use of this type of pre and post test survey would be helpful in determining participant learning.

It is not uncommon for a trainee or workshop participant to like what was presented during a training program; show increased knowledge of the content; but fail to use the information back on the job. The trainer concerned with transfer of knowledge to the actual work situation would want to conduct a **behavior evaluation**. In this instance, the program manager or trainer must work closely with the trainee to identify the objectives of the training, the expected behavioral change, and the resources that will be utilized to accomplish this change. The use of a learning contract which was explained earlier in this chapter would be an effective way to plan for evaluation of behavioral change in the trainee. The following guidelines may be helpful.

Evaluating Behavior Change:

1. Measure on-the-job performance prior to the training session or staff development program.
2. Determine when the evaluation will occur and what the source of information will include (i.e. observation, behavioral checklists, etc.).
3. Allow adequate time between the program evaluation pre-test evaluation and post-test for behavior to change.
4. Provide feedback to the trainee.

Finally, training can be evaluated by the **results or outcomes** that occur as a direct result of the planned staff development program. Determining the final results of a program is probably the most difficult stage of evaluation. Outcome data in supported employment programs may include increased numbers of supported employment consumers served by an agency, an increase of consumers with severe disabilities in individual supported employment placements, decreased intervention hours on job sites, reduced number of separations from employment, increased number of consumers in supported employment follow-along, etc..

Summary

This chapter has focused on the "nuts and bolts" of designing a staff development program. The approach is for participant driven training that applies adult learning principles of active trainee involvement. The process includes conducting needs assessments, identifying training objectives, designing training programs based on participant and agency needs, and on-going evaluation. Although the procedures outlined may seem very time-consuming, it will allow program managers and trainers to implement more effective, comprehensive staff development programs.

Overview of Supported Employment

In the last ten years, there has been tremendous growth in the area of supported employment. This relatively new vocational service option became available as a result of technological, economic, philosophical and legislative influences. It is important for employment specialists to gain a historical perspective of vocational services for persons with severe disabilities to better understand our current system.

Defining Supported Employment

Public Law 99-506 (Rehabilitation Act, 1986) defines supported employment as **"competitive work"** occurring in **"integrated work settings"** serving persons **"with severe disabilities"** who because of their disability need **"on-going support services."** Developing an in-depth understanding of PL 99-506 will be necessary as new supported employment personnel begin to make service delivery decisions. Analyzing the major components of the law will assist personnel in this task.

Competitive Work. The August 14, 1987 federal regulation defines competitive work as paid employment where individuals receive a fair and competitive wage. Individuals who do not receive minimum wage or above must be compensated in accordance to the Fair Labors Standards Act. All supported employees must be hired on a full-time basis or on a part-time basis, averaging at least 20 hours per week.

Integrated Work Settings. A major philosophical tenet of supported employment is that work should occur in integrated settings where the new employee has frequent/daily contact with non-disabled peers. A second type of integration can be a small group of eight or fewer workers with disabilities employed at one job site.

Target Population. Supported employment is an highly intrusive model of service and was not intended to be appropriate for all persons. PL 99-506 specifically states that supported employment is for persons with severe disabilities. This vocational service model was intended to serve persons previously unserved with more traditional services or individuals unable to maintain employment due to the nature of their disability.

On-going Support. The provision for on-going support is a major element of supported employment and the key to its success. The type and frequency of support must be individualized to the needs of the employee and the work site. A minimum level of support has been defined as occurring at least twice a month. This level of support is provided throughout the individual's employment tenure.

Major Models

Currently there exists a wide variety of supported employment models that meet the criterion described in the above section. These models of supported employment can be further divided into two categories: the individual placement models and the group models. Each is implemented using a unique set of criterion that distinguishes one supported employment model from another.

Individual Placement

The individual placement model calls for one consumer to be placed in a job where he/she receives intensive training, support and on-going follow-along from a trained supported employment professional. The intensive training and support is gradually reduced over time as the new employee is able to maintain her/his own work at the company standard. Within the individual placement model there exists two different types: **supported competitive employment** and **supported jobs.** With supported competitive employment, an individual would receive minimum wage or above and the wages would be paid directly to the worker (Wehman & Melia, 1985). In the supported jobs model, clients are typically paid less than the federal minimum wage, and the agency directly pays the employees according to a contract that the agency holds with the host company (Mank, Rhodes, & Bellamy, 1986).

Group Placement Models

Within the group options of supported employment, there exists somewhat more diversity. Each of the four models described below meet established federal guidelines with work occurring in integrated business settings for eight or fewer persons with severe disabilities. The first group model is known as the **mobile work crew** (Bourbeau & Wilkinson, 1983). The mobile work crew consists of a small group of employees who travel to a variety of job sites under the constant supervision of a crew leader. Typically, mobile work crews provide building and grounds maintenance services and are generally paid sub-minimum wage. A second form of group employment is known as an **enclave** (Rhodes & Valenta, 1985). The distinguishing features of this model are:

- work is typically located in manufacturing firms,
- workers are generally paid sub-minimum wage, and
- an employment specialist stays with the enclave as a supervisor.

The **cluster or dispersed placement** is a third group model of supported employment (Moon, Inge, Wehman, Brooke, & Barcus, 1990). This model generally occurs in the service industry with personnel status, pay and benefits for consumers remaining the same as their nondisabled co-workers. The fourth and final group option is known as the **entrepreneurial model.** These operations are small, specialized businesses employing 15 or fewer clients (Man, Rhodes, & Bellamy, 1986; O'Bryan, 1985). Workers employed through this model perform specialized tasks and will generally perform only one type of contract (e.g., electronics). Integration with this model occurs by having non-disabled employees.

Values of Supported Employment

Regardless of whether you are implementing the individual option or the group placement option, there remains a core set of values and practices that are specific to supported employment services. An important part of any staff development program for supported employment personnel will be the establishment of regular dialogues on values. Initially these discussions will focus on the values associated with quality supported employment programs (Bellamy, Rhodes, Mank & Albin, 1988; Inge et al., 1988; Moon, Inge, Wehman, Brooke, & Barcus, 1990). Employment specialists and program managers will want to assess their values and the agency's values in relationship to quality supported employment practices. Moon et al (1990) suggest beginning the process by critically reviewing both program outcomes and program practices. Establishing a forum for this type of dialogue will help ensure a supported employment program that practices the values that it ascribes to.

Essential to these discussions on values will be the role of advocacy in supported employment. Defining and putting into practice the critical elements of a supported employment advocate will be what ultimately distinguishes a service as a quality supported employment program. For this reason advocacy has not been dealt with as a separate component but rather is integrated into each section of this manual.

Supported Employment Competencies

Agencies emerging with new supported employment programs must develop comprehensive staff development programs. These programs must be designed to ensure that employment specialists and other supported employment personnel develop the critical competencies necessary to support and maintain persons with severe disabilities in community supported employment programs. Within each section of this manual, there is a list of competencies that has been developed and is specific to job development, consumer assessment, job site training, and on-going support/follow-along.

These sets of competencies have been developed from our collective supported employment direct service, pre-service, inservice and technical assistance training experience.

A major step in ensuring that individuals with severe disabilities are able to obtain and maintain competitive employment is ensuring that employment specialists have the skills necessary to be successful. It is our hope that competencies specific to the definition of supported employment with its underlying philosophy and values will drive this vocational service model.

Supported Employment Definitions and Philosophy Competencies:

1. To demonstrate a knowledge of the history and values associated with the supported employment movement.
2. To demonstrate a knowledge of current federal supported employment definitions and legislative regulations.
3. To demonstrate a knowledge of similarities and differences between the individual and group approaches to supported employment.
4. To demonstrate a knowledge of the general characteristics and support needs of targeted supported employment populations.
5. To demonstrate a knowledge of the general components of supported employment.
6. To demonstrate a knowledge of a supported employment management/evaluation plan.

Supported Employment Needs Assessment

The purpose of conducting a supported employment needs assessment is to assist the employment specialist and the trainer and/or program manager in developing a working knowledge of the organization as well as to shape a staff development program specifically tailored to meet the needs of the supported employment direct service staff. A variety of needs assessment methods can be used to include questionnaires, interviews, site visits and observations, pre-test review of policy manuals, and review of program outcome statistics. Staff development programs that use one or more of these methods on an on-going basis to assess specific personnel needs will support staff as they build skills and help reduce the present turnover rate of employment specialists. The following is a sample needs assessment for an overview of supported employment training.

Overview of Supported Employment Inservice Training Needs Assessment

Directions: Please read each of the following statements and rate your individual knowledge and skill level.

---

1. **History and values** associated with supported employment would cover vocational rehabilitation services history from 1918 to 1986 and would also include the Civil Rights Act of 1964, Principles of Normalization, Marc Gold's efforts, and early demonstration efforts in Virginia, Oregon, and University of Washington.

1	2	3	4	5
I have a great deal of knowledge in this area				I am not familiar with this content

2. **Federal definitions** of supported employment as defined by PL 99-506.

1	2	3	4	5
I have a great deal of knowledge in this area				I am not familiar with this content

3. **Individual and group** approaches to supported employment would include information related to the individual placement model, enclaves, mobile crew.

1	2	3	4	5
I have a great deal of knowledge in this area				I am not familiar with this content

4. **Job development** is the process of marketing supported employment, analyzing local labor market, conducting community job market screening, making specific employer contacts, and completing a job analysis.

1	2	3	4	5
I have a great deal of knowledge in this area				I am not familiar with this content

5. **Consumer assessment** is the process of conducting consumer and family informal observations, interpreting formal reports, and providing behavioral/situational assessments.

1	2	3	4	5
I have a great deal of knowledge in this area				I am not familiar with this content

6. **Job placement** is the process of evaluating job analysis data with consumer assessment data to determine an appropriate individual for a specific job opening, facilitating employer interviews, and reviewing employment conditions with consumers, family members, and employers.

1	2	3	4	5
I have a great deal of knowledge in this area				I am not familiar with this content

7. **Job site training** is the process of orienting mobility programs, developing a training schedule, providing direct job skill instructions, recording data, fading trainer assistance, and facilitating vocational and social integration.

1	2	3	4	5
I have a great deal of knowledge in this area				I am not familiar with this content

8. **Ongoing assessment and follow-along** is the process of developing a pro-active plan that meets individual consumer needs and federal guidelines.

1	2	3	4	5
I have a great deal of knowledge in this area				I am not familiar with this content

9. **Data Management** is the process of tracking job coach interviewing time, general consumer information, and consumer outcomes in relationship to program cost.

1	2	3	4	5
I have a great deal of knowledge in this area				I am not familiar with this content

10. **From the 9 areas above identify your greatest need and your second greatest need.**

List: 1. ______________________________

2. ______________________________

Supported Employment Training Evaluation

While training evaluation can take on several different forms, participant reaction will probably be the method of choice when conducting a training on the overview of supported employment. This type of information has been referred to as "soft" data because it does not attempt to measure changes in behavior or performance. However, participant reactions are still important to measure, because it lets the trainer know how the group perceives his/her efforts. It can and probably should guide future program and/or material development. There is also evidence to support that if participants are pleased with the training there is a greater likelihood that they agree and/or will apply the information obtained on the job. This becomes a very important measure when conducting a training on the overview of supported employment. The following evaluation form is one example of a participant reaction form. A trainer could complete the questionnaire individually, or it could be turned into a group activity with the form reproduced on flip chart paper.

Overview of Supported Employment Session Evaluation

PRESENTER:____________________________ **DATE:**____________________

		Excellent				**Poor**
1.	Was information presented in an organized manner?	5	4	3	2	1
2.	Did the presentation hold your interest?	5	4	3	2	1
3.	Was sufficient time allotted for the presentation?	5	4	3	2	1
4.	Did you find the speaker(s) effective and interesting?	5	4	3	2	1
5.	Will you use this information in your job?	5	4	3	2	1

What did you like best?

hat did you like least?

How could this presentation have been improved?

GENERAL COMMENTS (use back if necessary):

Training Activities

The sample training activities provided in the overview section of this manual have been developed for training employment specialists. Each of these activities have undergone some revision based upon the feedback that we have received from employment specialists across the country. For additional assistance, we have developed a cover sheet with each activity that identifies the activity, goal, materials needed, time required and special trainer notes. The following activities can be found in this section:

Overview of Supported Employment

1. **"Find Your Other Half"**
2. **"Questions, Please"**
3. **"Someone"**
4. **"What Makes a Supported Employment Program Values-Based?"**
5. **"Find the Myths of Supported Employment."**
6. **"If I Had More Information I Could..."**
7. **"Similarities and Differences"**
8. **"Work Values Auction"**
9. **"Supported Employment Jeopardy"**

Activity: "Find Your Other Half"

Supported Work Component: Introduction to Supported Employment

Goal of Activity: The goal of this activity is to give employment specialists (or other participants) the chance to meet and interact with each other while they are introduced to terms associated with supported employment.

Materials:

- One "Find your other half" card for each employment specialist for other participant)

Time Allotted: 20 minutes

Summary of Activity: Tell the participants that they will be interacting with each other throughout the training and that the goal of this activity is to help them get to know each other better. Explain that some participants will receive a card with a term written on it that is associated with supported employment; other participants will receive a card with a definition of a term written on it. For example, one person may get a card with the term "supported employment" written on it while another person in the group may get a card with the definition. During the activity, each participant should interact with other participants in order to find his or her other half. After finding a match, each participant should find out one interesting fact about his or her match to share with the large group. Close the activity by having each pair introduce his or her match and share the interesting fact with the large group. The terms and definitions included here are derived from the glossary section of The Supported Work Model of Competitive Employment for Citizens with Severe Handicaps, edited by Sherril Moon, Patricia Goodall, Michael Barcus and Valerie Brooke.

Trainer Modifications: This activity could be used during any workshop session by changing the definitions to match the inservice topic. For instance, if the topic were specific to job site training, only job site training definitions might be used. Another strategy might be to use two word combinations on the car rather than definitions, for example:

Card #1	Card #2
CONSUMER	ASSESSMENT
JOB SITE	TRAINING
FOLLOW	ALONG
EMPLOYER	CONTACT
JOB MARKET	SCREENING

The primary objective is to give the participants an opportunity to interact with each other and make them feel comfortable in the training situation. Amusing word combinations could also be considered to "break the ice" and introduce participants to each other. The following pages offer two different card suggestions.

USING DEFINITIONS

COMMUNITY JOB MARKET SCREENING	...a general screening of the community in which potential employers and jobs that might be appropriate for individuals with sever disabilities are identified.
CONSUMER ASSESSMENT	...the process of evaluating an individual's strengths and weaknesses for successful placement in supported employment. This may include interviews, observations, review of formal records, etc.
EMPLOYER CONTACTS	...the process of contacting companies about specific job openings for individuals with severe disabilities.

JOB ANALYSIS...	**...the systematic observation of a job in order to determine the primary job duties, critical vocational and non-vocational skills required, and time required for each task.**
JOB SITE TRAINING	**...direct and systematic instruction of job tasks and related vocational skills provided by a job trainer to a worker with a disability.**
FADING...	**...the process through which an employment specialist, over a period of several weeks or months, slowly and systematically decreases his or her presence from the job site.**

FIND YOUR OTHER HALF
AMUSING WORD COMBINATIONS

PROBLEM	SOLUTION
This is what an employment specialist needs the first day of job site training.	**Four arms and six legs!!!**
What you need to do an employer "cold call."	**A good winter coat and a basket of self-esteem.**
What should be a line item on every supported employment Budget?	**A shoe allowance for employment specialists.**
What necessary ingredient does an employment specialist need when fading from a job site?	**The "invisible man" solution!**
A quick method for converting a sheltered workshop program to supported employment.	**A magic wand and a bag full of pixie dust!!!**
What's another way to define supported employment?	**An open invitation to the world of work!**
What's the natural reinforcer for an employment specialist at the end of a successful placement?	**COMP Time!!!**
What does every new employment specialist need during job development?	**A membership to AAA and a good city map!**

Activity: "Questions, Please"

Supported Work Component: Introduction to Supported Employment

Goal of Activity: The goal of this activity is to give employment specialists the opportunity to meet each of the other participants while sharing the questions and concerns that each would like to have addressed during the training session(s).

Materials:

- Flip chart and paper
- Large markers
- Masking Tape

Time Allotted: 15 minutes (varies with size of the group)

Summary of Activity: Write the title of each component of the supported work model on a separate piece of chart paper (i.e., job development, consumer assessment, job placement, job site training, and ongoing assessment/follow along). Ask each employment specialist to share with the other participants his or her name, current job, and a question or concern about each component that he or she would like to have answered. Note that it is not necessary to share a question about each component at this time, however as the training proceeds, participants should feel free to add to the lists. Post each list on the wall. During each inservice component, use the questions and concerns to summarize the activities for that component.

Note: This activity is an effective introductory activity as well as a needs assessment activity. If trainers choose to use this activity, they must make certain that they address the participants' questions during the training. (For example, "Several people had questions about employer incentives. We've talked about TJTC and OJT funds. Are there any remaining concerns or questions about these or other incentives?) In addition, if a trainer is unable or unprepared to answer a question or address an issue, he or she should acknowledge this during the activity. (For example, "I'm not sure that issue will be addressed during this session, but if we are unable to address the issue fully, I'll try to give you some additional resources or contact people).

Activity: "Someone"

Supported Work Component: Introduction to Supported Employment

Goal of Activity: The goal of this activity is to give employment specialists (or other participants) the chance to meet and interact with each other while they begin to think about some of the concepts associated with supported employment.

Materials:

- One "Someone" worksheet for each participant

Time Allotted: 20 minutes

Summary of Activity: Tell the participants that they will be interacting with each other throughout the training and that the goal of this activities to help them get to know each other better. Provide each participant with a copy of the "Someone" worksheet. Ask them to spend 10 minutes walking around the room and interacting with the other participants. Every time they meet someone who fits one of the characteristics on the worksheet, they should write down the individual's name or names. After 10 minutes, bring the large group back together. Read each of the characteristics and have participants raise their hands if they are someone who fits the characteristics or with a small group, have the individual participants introduce the someone they found for each characteristic.

Note: The characteristics on the "Someone" worksheet may be adapted to meet the specific content of the training session or the unique needs of the participants.

"SOMEONE"

SOMEONE WHO IS A NEW JOB COACH ______________________________

SOMEONE WHO TRAVELED OVER 25 MILES TO GET HERE TODAY

____

SOMEONE WHO IS GLAD TO BE HERE ______________________________

SOMEONE WHO KNOWS HOW TO USE DATA COLLECTION ON THE JOB SITE

____

SOMEONE WHO HAS PLACED AT LEAST TWO CLIENTS ON A JOB

____

SOMEONE WHO REALLY LIKES TO DO JOB SITE TRAINING

____

SOMEONE WHO BELIEVES THAT REINFORCEMENT IS REALLY IMPORTANT

____

SOMEONE WHO REALLY WANTS TO LEARN MORE ABOUT JOB SITE TRAINING

____

SOMEONE WHO HAS HEARD OF OR USED SHAPING

____

SOMEONE WHO THINKS INDIVIDUALS WHO ARE MENTALLY RETARDED SHOULD EARN AT LEAST MINIMUM WAGE

____

Activity: "What Makes a Supported Employment Program Values-Based?"

Supported Work Component: Introduction to Supported Employment

Goal of Activity: The goal of this activity is to provide employment specialists (or other participants) with the opportunity to self-identify the values they hold related to supported employment and to compare them with the values held by their agency or organization.

Materials:

* "What makes a supported employment program values-based?" worksheet for each employment specialist (or other participant)

Time Allotted: 20 minutes

Summary of Activity: In this activity the employment specialist(s) are to use the worksheet and identify the values they hold related to supported employment. This activity can be used with individuals as well as in small or large group settings.

Individual Training Session: Provide the employment specialist with the worksheet. Once they have completed the task, the trainer should discuss the activity with the him/her. For each statement, the employment specialist should place a circle around the approximate place on the Likert-type where they feel their organization's current values lie. Next, for each statement, she or he should place a square around the approximate place on the Likert-type scale where they feel their agency's or organization's values should lie. The responses may then be graphed on the worksheet by connecting the circled and squared responses. Finally, the trainer should discuss the results of this activity with the employment specialist.

Small or Large Group Format: Ask all participants to work individually and assure them that their ideas will be held in confidence unless they choose to discuss them with the large group. For each statement, the participants should place a circle around the approximate place on the Likert-type were they feel their organization's current values lie. Next, for each statement, participants should place a square around the approximate place on the Likert-type scale where they feel their agency's or organization's values should lie. The responses may then be graphed on the worksheet by connecting the circled and squared responses. Follow the individual work with a discussion of the activity.

Notes: It is very likely that participants will assess discrepancies between their values and their agency's or organization's values. Use these discrepancies to stimulate discussion - How important are values in implementing effective supported employment programs? What can program personnel do to better align values?

WHAT MAKES A SUPPORTED EMPLOYMENT PROGRAM VALUES-BASED?

1. The consumers served by my agency or organization who are the most severely disabled should receive priority for supported employment services.

Consumers served by my agency or organization who are the most capable should be the priority for supported employment services.

1 2 3 4 5

2. Consumers with disabilities must be provided with different employment options based on their individual experiences, interests, and capabilities.

Consumers with disabilities should be satisfied with any type of work that the agency can provide.

1 2 3 4 5

3. Integration into the community can take place regardless of whether social training and preparation are available in the sheltered workshop or school program.

Social training and preparation provided by sheltered workshops and school programs are critical prerequisites to community integration for consumers who are ready to work.

1 2 3 4 5

4. It is important for a worker who is disabled to earn at least minimum wage.

It doesn't matter how much an individual with a disability earns as long as he/she is employed in a paid position.

1 2 3 4 5

5. Wages on the job site that provide a good income to the consumer are more important than social integration.

Social integration int he supported employment option is more important than the wages earned.

1 2 3 4 5

Activity: "Find the Myths of Supported Employment"

Supported Work Component: Introduction to Supported Employment

Goal of the Activity: The goal of this activity is to introduce workshop participants to the concepts of supported employment. Many individuals may hold common misconceptions regarding competitive employment, and this activity is designed to discuss these misconceptions.

Materials:

- "Myths" Worksheets
- Pencils
- Answer sheet

Time Allotted: 15-20 minutes

Summary of Activity: This activity was designed to be used with a group of individuals who are being introduced to the concept of supported employment. The trainer should pass out the worksheets and tell the participants to mark the items that they think are "myths". Allow approximately 5 minutes for each person to read the questions and mark the answers. After everyone has finished, conduct a large group discussion regarding the issues. A comment list is provided as a guideline for the discussion.

Small Group Modification: If the number of participants is particularly large, the trainer may want to ask them to divide into small groups of 2-3 to discuss the issues prior to the large group discussion. This would allow individuals who do not feel comfortable talking in a very large group to discuss their ideas during the workshop.

Individual Activity: A program manager could use this activity with one to two new employees for an informal discussion on supported employment. However, it is best used when individuals can discuss their ideas rather than the manager providing the answers.

Trainer Clarifications and Comments

1. Job placement is only part of supported employment. Supported employment involves intensive on-site training and permanent follow-along.

2. Actually there is quite a large difference. Traditional work adjustment is based heavily on a "get ready to work" model in centers or facilities before placement. Supported employment is based upon the

premise that persons can be employed who are not yet "job ready" because of the on-going staff support.

3. Sheltered workshops and other existing programs have provided services long before supported employment. They can, if they so wish, have a major role in converting or expanding their program to more integrated employment opportunities for people with disabilities.

4. Some of the existing vocational rehabilitation models work fine for several populations of people with disabilities. However, in some cases there has been excessive reliance on one model or system when supported employment may yield better employment outcomes more quickly and more efficiently. Existing models need to be continually reevaluated.

5. Supported employment and competitive employment are not necessarily the same but can be the same. For example, an individual can work in a real job for at least minimum wage with permanent on-going support and be in supported competitive employment. On the other hand, another person could earn $2.00/hr. in an enclave and this would be considered supported employment.

6. Federal guidelines have suggested that 20 hours minimum of work, weekly, be required to meet the definition of supported employment. Although some resolution of this will need to be made for funding purposes, the real issues are whether the work is appropriate for the person, whether there is a progressive expansion of hours, the individual's preference and whether all other aspects of the supported employment approach are intact.

7. Probably the greatest amount of supported employment research has been done on persons with significant mental retardation. However, there is good reason to believe that individuals with other sever disabilities might also benefit from this individualized and intensive approach.

8. Supported employment and transition are not the same. Transition refers to a process of planning and movement of disabled youth from school to adulthood. Supported employment refers to a paid employment outcome in a real work setting with on-going support.

9. Technically without the integration opportunities of nonhandicapped coworkers available daily, one could be competitively employed but not in supported employment even with all other aspects of the model intact. Similar to the number of hours worked per week issue, this must be resolved by individual consumer preferences, job opportunities available, pay levels, etc.

10. Initially, many professionals in vocational rehabilitation had quite a few doubts about the ideology, long term funding support, and creativity of supported employment models. Recently there seems to be a significant level of interest and changes in attitudes of many in vocational rehabilitation as the concepts become better known.

11. Ideologically and even programmatically this is not really true. There is increasing question about whether the functioning level of a given client really relates to his/her employment outcome. Furthermore, supported employment is meant to be targeted to the more difficult client.

12. Much of the original stimulus for supported employment programs can from selected university-based programs. However, in recent years with OSERS state demonstrations and other resources local programs. are evolving at a rapid rate.

13. Actually on a benefit and cost basis, supported employment programs cost less when looked at over time than many traditional rehabilitation programs. Furthermore, the original ideology accompanying supported employment programs was not to search for new money but convert existing resources into better yielding outcomes.

Comments developed by: **Dr. Paul Wehman**

Find the Myths of Supported Employment

1. Supported employment is essentially an upgraded more modern name for job placement.

Fact **Myth**

2. There really is very little difference between traditional work adjustment practices and supported employment.

Fact **Myth**

3. Sheltered workshops have no role in supported employment.

Fact **Myth**

4. Supported employment needs to replace other existing rehabilitation models.

Fact **Myth**

5. Supported employment and competitive employment are one and the same.

Fact **Myth**

6. A school aged severely retarded youth working in a enclave for 19.5 hours per week is not in supported employment because he/she does not work 20 hours per week.

Fact **Myth**

7. Supported employment is only for people with sever and profound mental retardation.

Fact **Myth**

8. Supported employment and transition, both OSERS initiatives, are essentially the same.

Fact **Myth**

9. Persons with severe handicaps working competitively with permanent on-going support but with no coworkers due to the nature of their work shift are not in supported employment.

Fact **Myth**

10. Vocational rehabilitation personnel are opposed to supported employment.

Fact **Myth**

11. Supported employment would be more effective if we took the "easier" clients first and then worked "down" to the more difficult clients.

Fact **Myth**

12. Supported employment programs nationally are only based at universities and have not generalizability to local programs.

Fact **Myth**

13. Supported employment programs cost too much, especially when current services are not well funded.

Fact **Myth**

****

Developed by: **Dr. Paul Wehman, Rehabilitationion Research and Training Center, Virginia Commonwealth University.**

Activity: "If I Had More Information I Could..."

Supported Work Component: Introduction to Supported Employment

Goal of Activity: The goal of this opening activity is to provide staff trainers with an assessment of employment specialists' training needs across all components of the supported work model.

Materials:

* One "If I had more information I could..." worksheet for each group of employment specialists

* One copy of each scenario

Time Allotted: 60 minutes

Summary of Activity: Tell the participants that the purpose of this activity is to provide you, as the trainer, more information on their current knowledge of supported employment and information on their training needs from the session.

Individual Training Session: Provide the employment specialist with a copy of each of the five scenarios *(job development, consumer assessment, job placement, job site, ongoing assessment and follow along).* Ask her or him to review each scenario and answer the two questions (1) As an employment specialist in this situation, I have the information I need to... and, (2) As an employment specialist in this situation, I need the following type of information... Once she or he has completed these questions for each scenario, the trainer should discuss the employment specialist's answers in detail.

Small or Large Format: Divide the large group of employment specialists into groups of two to three people. Provide each group with a copy of one scenario (making sure that all scenarios are addressed) and one copy of the worksheet. Each scenario may be addressed by more than one group as needed. Ask the groups to spend ten minutes reading their scenarios and discussing within their groups each of the two questions on the worksheet. As they discuss the scenarios, instruct them to write down their responses to share with the large group.

When all groups have finished, have one member from each group read the scenario and summarize the group's responses. For each question in a scenario, ask the remaining groups to share their ideas.

Notes: Caution the groups that the purpose of the activity is not to solve the scenario, but to brainstorm topical areas of training comfort and need. As each group shares their responses, write them down on a transparency of the worksheet or flipchart. During the training session that follows, as each component of the model is discussed, close the corresponding session with a discussion of problem solving strategies learned during the training that apply to the scenario.

Job Development Scenario

You have recently been hired as an employment specialist for a newly funded not-for-profit organization that provides supported employment services to adults with severe disabilities. The organization is located in a small city with 14,000 residents with an unemployment rate of six percent. Your organization serves a geographical area that includes the city and the rural county that surrounds the city. The city is the county seat. There is no public transit system.

The primary employer in the area is a chemical plant that is union controlled and employs 1,800 people. Other businesses that you are aware of include a hospital, several fast food restaurants and family-style restaurants, a shopping center, several banks and gas stations, and a car dealership.

As an employment specialist for this program, your first task is identifying and securing jobs for people with severe disabilities. The target population for your program is currently served in a sheltered workshop program.

As an employment specialist in this situation, I have the information I need to...

As an employment specialist in this situation, I need the following type of information:

Consumer Assessment Scenario

Seventeen potential supported employment candidates have been referred to your newly funded supported employment program. From reviewing their psychological records, you determine that five individuals have labels of mild mental retardation, six individuals have labels of moderate mental retardation, four have labels of severe mental retardation, and two have labels of profound mental retardation. Of the five individuals who have labels of mild mental retardation, one has a traumatic brain injury, two have cerebral palsy, and two individuals have been dually diagnosed (MH/MR).

Fifteen individuals are ambulatory and two are seated in electric wheelchairs. Eleven individuals have a mild visual disability. Two individuals have a moderate hearing loss. All seventeen individuals range in age from eighteen years to twenty-seven years. All seventeen individuals are currently served by a sheltered workshop program where they package hospital kits (average production rate for the seventeen individuals is 48 percent of the standard).

As an employment specialist in this situation, I have the information I need to...

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As an employment specialist in this situation, I need the following type of information:

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Job Placement Scenario

As an employment specialist for a newly funded supported employment program, you have recently targeted a glassware technician position in a local chemical plant for your first placement. The job is a 30 hour a week position that pays minimum wage but does not include health benefits until an individual has been successfully employed for six months. The employee in this position would be required to work evenings and weekends as part of a three person team.

The major job duties include sterilizing, sorting, and stacking five different types of glassware. Twice a day, one of the glassware technicians must deliver the sterilized glassware throughout five wings of the building. The department supervisor has indicated that caution is more important in this position than speed because of the potential danger from spilling or mixing chemicals.

You are uncertain who to place in this position - Mary and John are both ambulatory and have good fine and gross motor skills. David has hemiplegia as a result of cerebral palsy, but has good fine and gross motor skills on the right side of his body. He does seem to be slow when he packages hospital kits at the workshop. David receives SSI. John has a traumatic brain injury and receives SSDI; Mary has severe mental retardation and receives SSI. Mary lives three miles away and her parents are unwilling to transport her to and from the job. As a matter of fact, they are not really sure they want Mary to work at the chemical plant at all. John lives 15 miles away in the surrounding county, but his brother-in-law works at the plant and could transport John when they work the same shift. David lives a half mile away from the plant, but has never been able to walk that far by himself without falling down several times. David's parents are ecstatic that David might be able to work and are willing to try anything.

As an employment specialist in this situation, I have the information I need to...

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As an employment specialist in this situation, I need the following type of information:

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Job Site Training Scenario

You have recently placed David, a young man with cerebral palsy and mild mental retardation, into a glassware technician position at a local chemical plant. David has hemiplegia as a result of cerebral palsy, although he has good fine and gross motor movements on the right side of his body. David was hired to sterilize, sort, and stack five different types of glassware. Twice a day, he is supposed to deliver the glassware to five different wings of the building. After David has been employed for three weeks, his supervisor mentions that he is also supposed to sweep and mop the floor on a weekly basis and sterilize the autoclave "whenever needed."

David has learned to follow his sequence of job duties and has learned to discriminate between the five types of glassware. He is still working at less than fifty percent of his co-workers' rates, and is becoming angry and frustrated when he drops glassware. He drops glassware several times a day. As his employment specialist, you are beginning to wonder if you made the best job match for David.

As an employment specialist in this situation, I have the information I need to...

As an employment specialist in this situation, I need the following type of information:

Ongoing Assessment and Follow-Along Scenario

David has been working successfully for twenty eight months as a glassware technician at a local chemical plant. He is now a full time employee with full health benefits and has become actively involved with the union. For the first time in several years, David's seizures seem to be under control with medication. David has moved from his parents' home into a semi-independent apartment program where he can learn to be more independent.

Three months ago, you visited David and collected production rate data (89 percent rate of his non-disabled co-workers). Two months ago, you met with David's supervisor to discuss his progress and received a very complimentary report. David's job seems very secure so you focus your efforts on the remaining people on your caseload and plan to call David's supervisor twice a year.

One day, a man from the plant calls you whose name you don't recognize. He says that he is David's supervisor and that David "has lost control." It seems that for the past three weeks David has come to work "slurring his words and falling asleep on the job." Today, when the supervisor confronted him, he started yelling and throwing glassware. The supervisor wants you to come pick him up and take him home immediately. Unfortunately, you are busy training Mary at another job site.

As an employment specialist in this situation, I have the information I need to...

As an employment specialist in this situation, I need the following type of information:

Activity: "Similarities and Differences"

Supported Work Component: Introduction to Supported Employment

Goal of Activity: The purpose of this exercise is to give the employment specialist a chance to analyze and discuss the similarities and differences between the current major types *(Models)* of supported employment.

Materials:

- Similarities & Differences Worksheet
- Flip Charts and Markers (for each working group)

Time Allotted: 45 - 60 minutes

Summary of Activity: This exercise should be conducted with employment specialists after they have been introduced to the various supported employment models and the specific features that compose each model type. This exercise can be effectively used with individuals or in group training sessions.

Individual Training Session: First make sure that you have introduced the employment specialist to each of the currently recognized models of supported employment service delivery. Once this has been completed, provide the employment specialist with the *Similarities & Differences Worksheet.* Explain to the employment specialist that the purpose of this activity is to analyze the basic features of each model specifically the similarities and differences of each. Give the employment specialist approximately 30 - 45 minutes to complete the worksheet. Inform him or her that he/she is to analyze each model based on the characteristics listed on the worksheet. After he or she has completed the analysis, the trainer or an experienced employment specialist should meet with the individual and discuss the activity.

Small or Large Group Format: This activity can be used in several different ways.

OPTION 1: Begin this exercise by dividing the large group into small groups of 2-4 participants. Distribute the worksheets to the participants and provide each working pair with a flip chart and markers. Assign each group a specific supported employment model to analyze using the components outlined on the worksheet. The groups should take approximately 20-30 minutes to discuss and identify the major features of their assigned model. Next, the small working groups should reconvene into the large group. Each working group should have a representative present the results of their group. Once each group has presented, the trainer should facilitate a discussion centered on identifying the similarities and differences between the models.

OPTION 2: The trainer should provide each participant with a copy of the worksheet. Using a flip chart to record the group's analysis, the trainer should facilitate a large group discussion of the identification of the major features of each model using the worksheet as a guide. Once, all of the models have been analyzed to identify their major features, the trainer should lead a large group discussion to identify the similarities and differences between the various models.

Note: The trainer should avoid imposing her or his values into the discuss, the purpose of this activity is for the employment specialist(s) to identify his or her views of the features of each model and the similarities and differences between each model.

	Supported Competitive Employment	Enclave	Work Crew
Business Base			
Number of Workers			
Level of Integration			
Cost			
Benefits			
Implementation Issues			

Activity: "Work Values Auction"

Supported Work Component: Introduction to Supported Employment

Goal of Activity: The goal of this activity is to give employment specialists an opportunity to identify and discuss her or his values as it relates to supported employment.

Materials:

- Chalkboard or Flip Chart & Markers
- Play Money (or home-made bills that can be xeroxed)
- 3" x 5" or larger index cards

Time Allotted: 30 - 60 minutes

Summary of Activity: Ask the group to generate a list of job descriptors or characteristics that are valued by job seekers in general (e.g., good salary, opportunity for advancement, good benefits, etc...). When a comprehensive list has been generated, distribute $1,000, *(in play money, of course)* in denominations of $50.00 to each participant. On 3" x 5" index cards, write each of the work values. Begin with the first item on the list and **"auction"** it off to the highest bidder. Hand the appropriate card to the winning bidder, collect the money, and continue through the list until all work values have been auctioned off. Following the auction, participants should share the reactions he or she experienced during the auction and whether or not they are pleased with their purchases. Finally, this exercise should lead to a discussion of work values held by people in general including, persons with severe disabilities. The trainer should ask the participants how they determine personal work values of the individuals they serve, and how this provides direction during job development activities.

Notes: the purpose of this activity is to provoke thought and discussion about the valued characteristics of a job. The "auction" phase of this activity is a values clarification exercise in which participants must make personal decisions about how important each characteristic is to them.

Developed by: Patti Goodall and Susan Griffin

Supported Employment "Bucks" for Work Values Auction

SUPPORTED EMPLOYMENT BUCKS

Purchasing Power for Work Values!!!

$50

$50

SIGNED:________________ **SIGNED:________________**

SUPPORTED EMPLOYMENT BUCKS

SUPPORTED EMPLOYMENT BUCKS

Purchasing Power for Work Values!!!

$50

$50

SIGNED:________________ **SIGNED:________________**

SUPPORTED EMPLOYMENT BUCKS

SUPPORTED EMPLOYMENT BUCKS

Purchasing Power for Work Values!!!

$50

$50

SIGNED:________________ **SIGNED:________________**

SUPPORTED EMPLOYMENT BUCKS

Activity: "Supported Employment Jeopardy"

Supported Work Component: Introduction to Supported Employment

Goal of Activity: The purpose of this activity is to give participants an opportunity to review information previously covered in a fun, but, factual manner.

Materials:

- Supported Employment Jeopardy Board
- Game Prizes

Time Allotted: 20 - 30 Minutes

Summary of Activity: Draw a large grid on flip chart paper consisting of five vertical lines and six horizontal lines. Your grid should now consist of 24 blocks. Across the top four blocks write in the four components of supported employment. In the five blocks below the category write: 10, 20 , 30, 40, and 50. Repeat this pattern across the next three columns. Design questions for each "category" using an increasing difficulty strategy. For instance, the 10 point question should be the easiest for the employment specialists to answer and the 50 point question, the most difficult.

Start the game by dividing the participants into two teams. If there is enough space in the training room, have the two teams face each other on opposite sides of the game board. Begin the game by tossing a coin to see which team selects the first question. Allow the team members to consult with each other when answering a question. Alternate turns or play the game as it is played on t.v.. In this case, each team member will need a bell or buzzer to respond after a question is asked by the trainer. The team that has the most points at the end of the game wins. Distribute prizes to all players.

SUPPORTED EMPLOYMENT JEOPARDY: SAMPLE QUESTIONS

1. SAMPLE JOB DEVELOPMENT QUESTIONS

Q: **You may use the classified of this to find out what jobs may be available in your community for job development.**

A: What is the newspaper?

Q: **In addition to the newspaper, this "book" may be useful in job development.**

A: What is yellow pages of the telephone book?

Q: **Completion of this form will help what kind of routine will be followed on the job and how much movement between work ares is required.**

A: What is the sequence of job duties form?

Q: **You must complete this analysis of a job site in order to place your consumer.**

A: What is an environmental analysis?

Q: **This form should be used to summarized exactly what a job entails after the employer has been interviewed and the job has been observed.**

A: What is the job analysis form?

Q: **This is part of the employer contact process.**

A: What is the employer interview?

2. SAMPLE CONSUMER ASSESSMENT QUESTIONS:

Q: **An interview with these individuals is an important first step in consumer assessment.**

A: Who are the consumer's family members?

Q: **Completion of this form results from interviewing and observing the consumer, interviewing parents and past trainers, and review of past evaluations.**

A: What is the consumer screening form?

Q: **If the job trainer is unsure of a person's potential for competitive employment, this type of assessment may be completed.**

A: What is a situational assessment?

Q: **Dividing a job into small steps is called this.**

A: What is a task analysis?

Q: This is how often the consumer screening form should be completed.

A: What is every three to six months?

Q: You compare the findings from the consumer screening form to this form in order to match consumers to possible jobs.

A: What is the job analysis form?

3. SAMPLE JOB PLACEMENT QUESTIONS:

Q: Careful matching of a job's requirements with a worker's abilities.

A: What is a job/worker match?

Q: This component of the supported work model follows immediately after job placement.

A: What is job site training?

Q: Teaching a consumer to ride a bus, bicycle, or participate in a carpool.

A: What is travel training?

Q: Willingness of family members to transport a consumer to and from work.

A: What is a job /work compatibility analysis?

Q: A salary reimbursement incentive for an employer to use when training individuals with disabilities.

A: What is TJTC?

4. SAMPLE JOB SITE TRAINING QUESTIONS:

Q; A step by step record of discrete steps needed to complete a job task.

A: What is a task analysis?

Q: During this phase of training, the job trainer typically develops a training schedule, orients the employee to the job site, and provides transportation training.

A: What is the orientation and assessment phase of job site training?

Q: Social praise and pay checks are examples of this.

A: What are appropriate work reinforcers?

Q: Assistance given to increase the likelihood of a desired behavior.

A: What is an instructional prompt?

Q: The rate at which units of work are completed by workers on a job site.

A: What is production rate?

Q: The gradual removal by a job trainer of his or her prompting and presence from the job site.

A: What is fading?

Overview of Supported Employment Overheads and Handouts

Overheads and handouts can be very important aids, if used correctly. Often employment specialists like having written copies of materials for later reference. This section will provide a select sample of both overheads and participant handouts that we have found to be useful in the training process.

WHAT IS SUPPORTED EMPLOYMENT?

Supported employment is "...Competitive work in integrated work settings for individuals with severe handicaps for whom competitive employment has not traditionally occurred, or for individuals for whom competitive employment has been interrupted or intermittent as a result of a severe disability, and who because of their handicap, need ongoing support services to perform such work."

PL 99-506, The Rehabilitation Act Amendments of 1986

Persons to be Served in Supported Employment

* Persons with severe disabilities

* Persons with interrupted or intermittent employment

* Persons who need ongoing support

Philosophy

1. Right to work/Right to earn wages

2. Concept of "Readiness" is meaningless

3. Zero-Reject

4. Ability vs. Disability

5. Emphasis on Services and the community rather than programs and buildings

6. Success is a function of training and the right environment

Supported Employment Components

Consumer Assessment

Job Development

Job Placement

Job Site Training

Ongoing Support

Advocacy

Supported Employment Choices or Models

Individual Placement Model

Industrial Enclave

Mobile Work Crew

Characteristics of the Individual Placement Model

Highly Integrated

1:1 Training

Trainer Fades Over Time

Long Term Support

Characteristics of an Enclave

8 or Fewer Workers

Trainer Maintains Continuous Presence

Workers Based at One Site

Host Company Provides Supplies

Characteristics of a Mobile Work Crew

8 or Fewer Workers

Trainer Maintains Continuous Presence

Workers Travels from Site to Site

Workers Provide Supplies

What is Supported Employment?

As defined by PL 99-506, The Rehabilitation Act Amendments of 1986, supported employment is: "***competitive work in integrated work settings for individuals with severe handicaps*** *for whom competitive employment has not traditionally occurred, or for individuals for whom competitive employment has been interrupted or intermittent as a result of a severe disability, and who because of their handicap,* ***need ongoing support services*** *to perform such work.*"

A closer look at this definition reveals . . .

Competitive Work

- paid work
- average of 20 hours per week

Integrated Work Settings

- frequent daily contact with nondisabled peers
- eight or fewer workers with disabilities per site
- options can include:
    - *supported work model*
    - *supported jobs*
    - *mobile crews*
    - *enclaves*
    - *entrepreneurial model*

Workers with Severe Handicaps

- previously unserved or underserved workers
- workers who are unable to gain and maintain employment without support
- workers who because of their disability need ongoing support

Ongoing Support Services

- individualized level, type, frequency, at least twice a month
- throughout employment tenure

Understanding Supported Employment: How Did We Get Where We Are?

The tremendous growth of supported employment programs during the 1980's has been impacted by a variety of philosophical, judicial, economic, and legislative influences. Beginning with roots in the early twentieth century, growing through a controversial series of activities in the 1970's, and finally becoming a nationally recognized and legitimate activity in the 1980's, supported employment programs continue to change and expand today.

- Vocational rehabilitation programs were established in 1918 by an act of Congress. These programs were established in every state to assist with the rehabilitation of soldiers returning from World War I. In 1920 vocational rehabilitation services were extended to civilians with physical disabilities.

- In 1943 vocational rehabilitation services were extended to persons with mental retardation and mental illness - a significant shift in a philosophy of rehabilitation of persons with proven work histories to habilitation of persons with nonexistent or sporadic work histories.

- During the 1950's parents groups such as the Association for Retarded Citizens (ARC) began to be established and became vocal in their demands for educational and vocational services for children and adults. Legislative amendments to rehabilitation legislation tremendously expanded the number of rehabilitation facilities (i.e., sheltered workshops, work activities centers) for adults with disabilities.

- The **Civil Rights Act** of 1964, the **"Great Society"** programs, and the establishment of the **President's Committee on Mental Retardation,** during the Kennedy-Johnson presidential years supported the growing demands for social acceptance of people with disabilities by advocates.

- Wolf Wolfensberger published ***Normalization: The Principle of Normalization in Human Services*** in 1972 establishing a philosophical foundation for human services which continues today.

- Buttressed by the success of efforts in the 1960's and Wolfensberger's principle of normalization, advocates thrust the concepts of **deinstitutionalization** (i.e., the Willowbrook case, and the Pennhurst case) and **free appropriate public education...in the least restrictive environment** (i.e., PL 94-142) into national headlines in the early to mid 1970's.

- The **Rehabilitation Act of 1973** prioritized services for persons with severe disabilities, including **Section 503** calling for affirmative action in hiring persons with disabilities, and including **Section 504** prohibiting discrimination against persons with disabilities.

- Vocational training technology forced us to recognize that people with severe disabilities could learn and work. Marc Gold's efforts provided us with a series of teaching strategies that included ***Try Another Way***.

- Successful employment demonstration efforts for people with mental retardation were established in various universities across the country in the late 1970's and early 1980's. These included **Project Employability** at Virginia Commonwealth University, the **Specialized Training Program (STP)** at the University of Oregon, and the **Employment Training Program** at the University of Washington.

- By 1984 and 1985, these demonstrations had expanded to the point that the **Office of Special Education and Rehabilitative Services (OSERS)** at the U.S. Department of Education provided five year funding to 27 states across the country to implement state-wide systems change supported employment efforts.

- In 1986 the **Rehabilitation Act** (PL 99-506) was amended to provide additional funds for supported employment. These funds, known as **Title VI, Part C** funds have been made available to all states on a formula grant basis exclusively for supported employment. In addition, PL 99-506 authorized the use of **Title I "Case Service"** dollars for supported employment services.

- Over the past few years there have been several successful demonstrations of supported employment practices for people with disabilities other than mental retardation - people with traumatic brain injuries, physical disabilities, deaf-blindness, autism, and mental illness. Expansion of supported employment practices to many more individuals with these diverse disability characteristics remains an important issue.

- The **Americans with Disabilities Act** (ADA) PL 101-336 was enacted into law on July 26, 1990. It provides a clear and comprehensive national mandate to end discrimination against persons with disabilities. Specifically, ADA prohibits discrimination on the basis of disability in the area of employment, public accommodation, transportation, telecommunication and the activities of state and local governments.

What is an Employment Specialist or Job Coach?

A JOB COACH CAN BE DEFINED AS:

" . . . a professional or possibly paraprofessional who provides individualized one-to-one assistance to the client in job placement, travel training, skill training at the job site, ongoing assessment and long-term assessment; the job coach is expected to reduce his or her presence at the job site over time as the client becomes better adjusted and more independent at the job."

(Wehman & Melia, 1986)

Employment Specialist Skills

Communication

I. Sales/Marketing Skills

II. Public Relations/Diplomacy/Advocacy

III. Receptivity

Technical Skills & Knowledge

I. Ecological Analysis Skills

II. Behavior Management
  * Reinforcement
  * Acquisition training
  * Production training
  * Behavior modification

III. Systematic Instruction

IV. Data Collection

V. Case Management

* Rehabilitation
* MR/DD Adult services
* Social Security
* Social Services
* Medical
* Transportation
* Unemployment Compensation

JOB DEVELOPMENT

Employment Specialists responsible for the provision of supported employment services in the community are usually very concerned with the identification of appropriate jobs for individuals with severe disabilities. Effective job development requires planning and organization (McLaughlin, Garner, & Callahan 1987). Before an employment specialist can make a job placement she or he must do a number of tasks. The components of job development include: marketing the supported employment services provided by the agency; conducting a through analysis of the local community job market; screening available jobs for appropriateness; contacting specific employers; and determining the job requirements of identified potential positions (Moon, et al., 1985; McLaughlin, et al., 1987).

Marketing

The employment specialist must be able to present the philosophical and operational orientation of the agency he or she is representing in a professional, clear, and concise manner. This includes acting as an advocate for individuals with disabilities and being able to describe consumer characteristics to potential employers based on the agency's mission and philosophy. An understanding of the various supported employment options that are provided by the agency is also necessary. Employment Specialists must be able to describe the range of available supports and services that the program offers to employers.

Analyzing the Job Market

Analysis of the job market requires the employment specialist to become familiar with the local economy and availability of jobs within the community. A general analysis of the types of jobs currently available is a critical first step in the process of job development. ***The intent is to identify all potential job types available and to ascertain what, if any, new forms of employment are emerging.*** This type of labor market analysis should be updated every six to twelve months in order to stay informed of changes and new developments in the local economy (Moon, et. al, 1985). Developing a comprehensive understanding of the local community's job market initially may require a considerable amount of effort and time but is necessary in order to develop jobs that are economically stable.

Job Market Screening

Once a clear picture of the local employment market is developed, it is time for the employment specialist to screen the available market for potential jobs that may be appropriate for the individuals served by the agency. The purpose of this screening is to develop a working list of potential employment sites and contacts at these sites (McLaughlin, et al, 1987). The list should represent all jobs that are available in the community and not limited to entry level positions. This is the tool from which the employment specialist will embark on the task of contacting individual employers.

Contacting Specific Employers

Once a working list of potential employment sites has been developed, the employment specialist should begin to make specific employer contacts. A system for contacting the potential employers identified should be established that is dictated by the agency's philosophy and program priorities. Once the system has been established, the employment specialist will need to contact potential employers. This will occur both over the phone and through visits to potential sites.

Initially, some specific information should be collected such as availability of job openings, general job duties, education and skill requirements, work hours, location, wages, and benefits. The employment specialist will use this preliminary information to screen the job for consumers who are seeking employment. If the position is determined to be potentially suitable, the employment specialist will need to further pursue detailed information regarding the specific job requirements. This will entail an on site observation in order to gather the information necessary for making a match between the job and potential employees.

Job Analysis

The employment specialist must determine the major job duties required and the daily routine for the position. He or she must identify work tasks, work related skills, and the major work areas in which the various tasks are to be performed. In addition, the employment specialist should evaluate the orienting skills that would be required along with the natural supports that exist within the work place. Finally, he or she should look at and analyze the integration potential offered by this job opportunity. Completion of a thorough job analysis requires the employment specialist to interview employers and coworkers as well as observe the employment site in order to summarize and synthesis the gathered information.

COMPETENCIES

The term competencies refers to the knowledge, skills, and abilities needed by the employment specialist to perform the functions of their position (Sale, Wood, Barcus, & Moon, 1989). Job development is a major component of supported employment and a required function for an employment specialist in order to identify potentially appropriate jobs within the community (Moon, et al, 1986). As previously mentioned, job development consists of five activities that must be conducted by the employment specialist on a regular basis. The following is a listing of knowledge, skills, and abilities necessary for an employment specialist to successfully perform within each of the five activities.

ACTIVITY	KNOWLEDGE, SKILLS, & ABILITIES
MARKETING	describe the type(s) of supported employment models available through their agency to parents, consumers, professionals, general public, and employers
	know the mission of the agency
	dress professionally
	discuss supported employment services with employers using business terms.
	research a business to identify the products and services it provides
	describe services that their agency provides to the employer
	explain state and federal tax credits
	describe the strengths of individuals with disabilities

ACTIVITY	KNOWLEDGE, SKILLS, & ABILITIES
MARKETING (continued)	design and make presentations to local community service, employer, & parent organizations
JOB MARKET ANALYSIS	contact the local chamber of commerce for a listing of the major companies in the area
	contact the state employment commission for current trends in job vacancies in the area
	screen newspaper classified ads for an indication of job openings
	review yellow pages to get a picture of the variety of industries in the community
	analyze the gathered information to identify trends in the local job market including: jobs available, industries developing in the community, industries that are on the decline, & positions or job types that appear stable
	summarize the analysis of the job market on a community job market screening form
	review & update the community job market screening information every six to twelve months
JOB MARKET SCREENING	contact vocational rehabilitation counselors, & human service agency representatives to identify the types of jobs individuals have been accessing
	develop a list of potential businesses along with a contact person & phone # based on your clientele
	research targeted businesses and identify their products and possible needs prior to contact
	develop and maintain a system for compiling and organizing information on businesses
CONTACTING EMPLOYERS	make "cold calls" to prospective employers
	develop and use letters of introduction which briefly describe the program

ACTIVITY	KNOWLEDGE, SKILLS, & ABILITIES
CONTACTING EMPLOYERS (continued)	schedule an appointment to visit at a time convenient to the potential employer
	limit initial visits to no more than fifteen to twenty-five minutes
	describe your role as an employment specialist
	describe your service in terms the employer will understand (use business terms not rehabilitation "jargon")
	inform the employer of financial incentives for hiring individuals with disabilities
	solicit information on possible job openings, wages, work hours, benefits, general job duties, education & skills required
	determine the business's interviewing and hiring practices
	record specific information on an employer interview form and sequence of duties form
	arrange to observe the work area for prospective positions to analyze the job and environment
JOB ANALYSIS	write down in sequence all of the major job duties and the approximate time required to perform each task
	identify and describe each job skill that an employee will be required to perform
	identify natural supports within the work environment
	identify reinforcers natural to the work site
	identify work-related interactions between employees
	evaluate the integration potential offered by this position including physical and social factors
	summarize the analysis of each job on a job analysis form

NEEDS ASSESSMENT

The key to effective staff development is meeting the immediate needs of employment specialists. Adult learning principles imply that it is important to include people in the decision of what they need to learn and when they will learn it. Training must address current issues and needs as perceived by the participants and not solely determined by the staff developer. Please refer to the first chapter of this manual for detailed information on designing needs assessment. The following is a sample tool based on the competencies outlined in the job development previous section of this chapter.

SAMPLE STAFF DEVELOPMENT NEEDS ASSESSMENT
JOB DEVELOPMENT

Please take time and answer every item on this needs assessment form. If you feel that you have ample experience with an activity indicate so by circling the number 5 in the column next to the item. If you have knowledge and experience with an activity, but feel you could use an update/review on the activity indicate so by circling 3 next to the item. If you have no experience with an activity indicate you want intensive training by circling 1 next to the item. This needs assessment is one tool that will be used in designing an appropriate staff development plan for you, but is only useful if the information provided is accurate. Thank you for taking time to read each item and indicating your needs for training.

Employment Specialist Activity	Help!	Need Refresher	Got It!
Marketing			
describe the type(s) of supported employment models available through our agency to:			
Consumers	1	3	5
Parents	1	3	5
Other professionals	1	3	5
Employers	1	3	5

Employment Specialist Activity	Help!	Need Refresher	Got It!
Marketing (continued)			
describe the mission of our agency	1	3	5
discuss supported employment services with employers using business terms	1	3	5
research a business to identify the products and services it provides	1	3	5
explain state and federal tax credits	1	3	5
describe individuals with disabilities strengths in functional terms	1	3	5
design and make presentations to:			
• Local community service organizations	1	3	5
• Employer organizations	1	3	5
• Human service organizations	1	3	5
• Self-advocacy organizations	1	3	5
Job Market Analysis			
contact the local chamber of commerce for a listing of the major companies in the area	1	3	5
contact the state employment commission for current trends in job vacancies in the area	1	3	5
screen newspaper classified ads for an indication of job openings	1	3	5
review yellow pages to get a picture of the variety of industries in the community	1	3	5

Employment Specialist Activity	Help!	Need Refresher	Got It!
Job Market Analysis (continued)			
analyze the gathered information to identify trends in the local job market including:			
• Jobs most available	1	3	5
• Industries on the decline	1	3	5
• Job types that are stable	1	3	5
• Growth Industries	1	3	5
summarize the analysis of the job market on a community job market screening form	1	3	5
review and update the community job market screening information every six to twelve months	1	3	5
Job Market Screening			
contact vocational rehabilitation counselors, & human service agency representatives to identify the types of jobs individuals have been accessing	1	3	5
develop a list of potential businesses to contact along with a contact person & phone # based on your clientele	1	3	5
research target businesses prior to contact to identify their products and possible needs	1	3	5
develop and maintain a system for compiling and organizing information on businesses	1	3	5
make "cold calls" to prospective employers	1	3	5
develop and use letters of introduction which briefly describe the program and reason for contact	1	3	5

Employment Specialist Activity	Help!	Need Refresher	Got It!
Job Market Screening (continued)			
schedule an appointment to visit at a time convenient to the potential employer	1	3	5
limit visits to no more than fifteen to twenty-five minutes	1	3	5
describe your role as an employment specialist	1	3	5
describe your services in terms the employer will understand (use business terms not rehabilitation "jargon"	1	3	5
inform the employer of financial incentives to hiring individuals with disabilities	1	3	5
solicit information on possible job openings, wages, work hours, benefits, general job duties, education & skills required, and the businesses interviewing and hiring practices	1	3	5
record specific information on an employer interview form and sequence of duties form	1	3	5
arrange to observe the work area to analyze prospective positions and the job environment	1	3	5
JOB ANALYSIS			
write down in sequence all of the major job duties and the approximate time required to perform each task	1	3	5
identify and describe each job skill that an employee will be required to perform	1	3	5

Employment Specialist Activity	Help!	Need Refresher	Got It!
Job Analysis (continued)			
identify natural supports within the work environment	1	3	5
identify reinforcers natural to the work site	1	3	5
identify work-related interactions between employees	1	3	5
identify integration opportunities	1	3	5
summarize the analysis of this particular job on a job analysis form	1	3	5

****

EVALUATION

The main reason for staff development evaluation is to determine what impact, if any, the training has had on the organization receiving training, the skills of the employment specialist(s), and the service outcomes to consumers served by the program. One component of evaluation is an assessment of the employment specialist's satisfaction with the training provided. Another component is a determination of the level of proficiency with which the trainee applies the skills in his or her day to day job performance. A third component is the program outcomes for the individuals served by the employment specialist(s) to include both the consumers and employers contacted during job development. The final component of evaluation is the trainers and employment specialist's supervisor's satisfaction with the training. The following information and examples may be useful for designing evaluations for job development training programs.

EXAMPLE 1: This type of evaluation is used to assess the trainee's satisfaction with the training provided. Employment specialists can use this form to indicate when sufficient training has been provided to adequately prepare them to perform the activities listed on the agreement. If training is provided on an objective, but an employment specialist does not feel adequately prepared, the trainer must design additional programs to satisfy the employment specialist's needs. Training is not considered complete until the employment specialist has signed off on each objective.

EXAMPLE 2: A new employment specialist will often receive support from an experienced coworker or program manager during the initial training phases of job development. This may include but is not limited to the initial employer contacts to identify jobs for the consumers served by the agency. The sample evaluation form #2 can be used by an observer during an interview with an employer to assess the performance of the new employment specialist. The observer should make notes concerning the job development contact and later give feedback to the employment specialist. **It is important to inform the employer of your plans to attend and observe the new employment specialist prior to the meeting.**

EXAMPLE 3: This evaluation form can be used with an employer that was contacted by an employment specialist for job development activities. The trainer may choose to telephone the employer to complete the form or schedule a face to face meeting to determine his/her perceptions of the employment specialist. It is suggested that the trainer or program manager randomly use the evaluation form with several employers in order to get a total picture of the employment specialist's skill level after participating in a job development training program.

Example 1: Sample Evaluation
JOB DEVELOPMENT

Dates of Training	Training Objective	Sufficient Training Provided? Employment Specialist	Trainer
	Marketing		
	describe the types of supported employment models available through our agency to:		
	Parents		
	Other Professionals		
	Employers		
	describe the mission of the agency		
	discuss supported employment services with employers using business terms		
	research a business to identify the products and services it provides		
	explain state and federal tax credits		
	describes the strengths of individuals with disabilities in functional terms		
	design and make presentations to:		
	Local Community Service Organizations		
	Parent Organizations		
	Human Service Organizations		
	Employer Organizations		

I have received sufficient training and feel adequately prepared to perform all of the objectives listed on this agreement.

Employment Specialist Signature   Date

I agree that the above employment specialist has received sufficient training to adequately perform the required job duties.

Trainer/Program Manager   Date

EXAMPLE 2: Sample Evaluation

EMPLOYER CONTACT OBSERVATION

During the job development interview the employment specialist:

1.) greeted the employer in a positive and friendly manner. Yes ______
OBSERVER NOTES: No ______

2.) was dressed appropriately for an interview with the employer. Yes ______
OBSERVER NOTES: No ______

3.) described the supported work model in a knowledgeable Yes ______
and organized manner. No ______
OBSERVER NOTES:

4.) explained her/his role in supported employment. Yes ______
OBSERVER NOTES: No ______

5.) answered the employer's questions knowledgeably. Yes ______
OBSERVER NOTES: No ______

6.) described financial incentives Yes ______
OBSERVER NOTES No ______

Pg. 2: Employer Contact Observation (continued)

7.) requested specific information about current job openings. Yes _____
OBSERVER NOTES No _____

8.) request time to observe the work area. Yes _____
OBSERVER NOTES No _____

9.) conclude interview by thanking employer, and verifying arrangements for next contact. Yes _____
No _____
OBSERVER NOTES

SUMMARY

I have reviewed the above information with the trainer who observed me during the employer contact, and I _____ need further training in this area.

_____ feel comfortable with this job development activity.

_______________________________ _______________
Employment Specialist Signature Date

_______________________________ _______________
Trainer/Program Manager Date

EXAMPLE 3

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
VCU BOX 2011
RICHMOND, VIRGINIA

Ms. Katty Brook, Manager
Southside Antiques
205 Tillison
Cory, VA 22254

Dear Ms. Brook:

Recently you were contacted by Susan Brown-Griffin, an employment specialist with the RRTC. It is the policy of our staff training department to periodically contact employers to determine their perceptions of our staff's performance in carrying out their duties. It would be very helpful if you could take a few minutes and respond to the following items. This information will be used confidentially to assist the training department in improving our staff development program.

Did the employment specialist:

1.) greet you in a positive and friendly manner? Yes _____
if NO, Please Explain No _____

2.) dress appropriately for the interview? Yes _____
if NO, Please Explain No _____

3.) describe the supported work model in a knowledgeable and organized manner? Yes _____ No _____
if NO, Please Explain

4.) answer your questions knowledgeably? Yes _____
if NO, Please Explain No _____

5.) describe financial incentives? Yes ____
if NO, Please Explain No ____

6.) request specific information about current job openings? Yes ____
if NO, Please Explain No ____

7.) request time to observe the work area? Yes ____
if NO, Please Explain No ____

8.) conclude the interview by thanking you and Yes ____
verifying arrangements for the next contact? No ____
if NO, Please Explain

I would like to thank you for taking the time to provide our training department with your valuable responses to the questions in this letter. Your responses will assist us in improving the skills of our staff and help us to modify our current staff development program. Thank you very much for your time and assistance, it is greatly appreciated.

Sincerely,

Mike Smith
Director of Training

TRAINING ACTIVITIES

The final section of this chapter contains sample activities that have been used during job development training sessions for employment specialists. Each activity has a cover sheet that identifies the activity, goal, materials needed, time needed, and summary notes for the trainer. Please feel free to use these samples to develop training activities specific to the employment specialists being trained by your program.

List of Job Development Activities

"What Do You Value In A Job?"
"What's Going On"
"Get A Job"
"Addressing Employer Concerns"
"Marketing Bloopers"
"Let Your Fingers Do The Walking"
"Read The Daily News"
"Telephoning an Employer"
"Employer Contact Role Plays"
"Solving Job Development Scenarios"
"What's My Line"
"Know The Job"

Activity: "What do you value in a job?"

Supported Work Component: Job Development

Goal of Activity: This activity is designed to encourage employment specialists to brainstorm job characteristics that they look for when locating a job for themselves. They are then asked to compare this to what they are looking for in jobs for individuals with disabilities. When used in a large group format, the activity is designed as an icebreaker to introduce participants to each other.

Materials:

- Job Characteristics Worksheet
- Overhead or Flipchart of the Worksheet
- Markers

Time Allotted: 20 - 30 minutes

Summary of Activity: This is an introductory activity for job development, and it is designed to be used with a large or small group of participants. Pass out the worksheet and ask the each person to think about the characteristics they look for in a new job. Then ask them to review their lists and circle those items that are also important in jobs for people with disabilities. Allow time for the participants to briefly share their ideas with the person sitting next to them. (This would be a good opportunity for the participants to introduce themselves if they do not know each other.) Close the activity by summarizing some of the job characteristics on an overhead or flipchart. If a flipchart is used, the trainer can post the pages on the wall for later review during the training session.

Note: A program manager may want to use the worksheet to discuss values related to job development with only one new employee. However, it is felt that the best use of this activity is with a minimum of two trainees. The following are some of the job values that may be important to all workers.

Job Characteristics:

- A chance to meet new people.
- A challenging position that makes me feel useful!
- Good benefits.
- A way to pay the bills!
- Respect from coworkers and supervisors.
- Career advancement.

IMPORTANT!

When I am looking for a job for myself, these things are important to me.........

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

Look back over your list. Circle those items that are also important when looking for a job for a person with a disability. Are there any items you would like to add? Are there any items you would delete?

ACTIVITY: "What's going on?"

Supported Work Component: Job Development

Goal of Activity: The goal of this activity is to provide employment specialists with an opportunity to practice observing a worker execute job duties in order to identify the skills required to successfully perform a job.

Materials:

- Observation guidelines
- Observation recording sheet

Time Allotted: 90 - 120 minutes

Summary of Activity: Prior to the training session, the trainer must identify a business site for each employment specialist involved in the activity. The business should be asked to share approximately 60 minutes with the employment specialist including a 15 minute overview of the position that will be observed. After the general introduction to the job, the employment specialist should spend approximately 45 minutes observing a worker performing the targeted job duties. ***Make sure the business understands that this is a training exercise and not an actual job contact.***

Individual Training Session: Review with the new employment specialist strategies for identifying the skills necessary to perform a job. Pair him or her with an experienced employment specialist and identify the business site that will participate in the activity. Provide the employment specialist with observation guidelines and the Observation Recording Sheet explaining that he or she is to attend the prearranged meeting with the employer and observe a worker. After the field activity the employment specialist should spend 15 minutes completing the observation form with the assistance of the experienced coworker. Finally, the pair should discuss the information that would be critical for job development.

Small or Large Group Format: Divide the large group (up to 25 people) into observation teams of 2 or 3 people. Pair each team with a trainer or experienced employment specialist and inform the groups of the location of their site observation. Provide all team members with a copy of the observation guidelines and recording sheet. Each team is to observe the prearranged job site and complete the field activity. Team members should individually fill out the recording sheet. Next, under the direction of the trainer, each small group should review their individually completed forms and compile one observation sheet that represents the team's findings. After each site has been observed and a "team" form is compiled, bring all to the participants back into the large group to share their findings.

Note: When identifying observation sites, the trainer should be sensitive to the intrusive nature of this activity. For instance, it may be appropriate to target areas that are public access sites i.e. a large mall food court for observing a worker bus tables. Obviously it would be inappropriate to send a group of 3 individuals plus a trainer into a small kitchen to watch a dishmachine operator. However, one trainee with an experienced employment specialist may be appropriate in the same small space. The following issues should be addressed during an observation visit.

Observation Guidelines:

1. Identify Work Area

2. List duties which you observe worker completing

3. Specify critical skills that the consumer must have to perform the identified duties (i.e. language, mobility, social, etc.)

4. Does this job require discrimination ability? For example, does the employee need to identify work supplies?

5. Determine if there is a pattern to the work. List sequence of job duties performed.

6. **Work Rate**: Work Rate is calculated by identifying total time observed by work units completed. For instance, this might be # of tables cleaned in a 10 minute period You observed the employee cleaning 5 tables in 10 minutes which gives you a work rate of 2 minutes per table.

7. Make comments regarding interactions with customers and co-workers.

8. Comment on dress and any additional observations.

OBSERVATION RECORDING SHEET

Person Being Observed: ______________________________

Observer: ______________________________

Job Site: ________________ **Work Area:** ________________

Duties: ________________ ________________

________________ ________________

Critical Skills: ________________ ________________

________________ ________________

Discriminations: ________________ ________________

________________ ________________

Record work pattern/job sequence: ______________________________

____

Work Rate: Does work rate appear to be important to position? __ yes __ no

	Time Start	Time End	Total Time Worked	Unit Completed
1.				
2.				
3.				
4.				

Interaction with Customers or Co-Workers: (Please check one)

Description	Appropriate	Inappropriate

Note employee dress as compared to co-workers: ______________________________

____

Use back side of form for additional observation notes.

Activity: "Get a job!"

Supported Work Component: Job Development (fieldwork)

Goal of Activity: The goal of this activity is to provide an employment specialist with the opportunity to practice and refine employer contact and supported employment marketing skills in a controlled setting.

Materials:

- One "Employer Interview" form for each employment specialist pair
- One "Sequence of Job Duties" form for each employment specialist pair
- One "Supported Employment" marketing brochure per pair of employment specialist (Available from VCU-RRTC.)

Time Allotted: 90 minutes

Summary of Activity: Prior to conducting this activity, the trainer must contact enough businesses in the community for each pair of employment specialist to use one site. Each contacted business should be asked to share approximately 30 minutes with two employment specialists including 15 minutes for an interview and 15 minutes to describe an identified position within the business. **Make certain that the employer understands that this is a practice activity and not an actual job contact.**

Individual Training Session: Provide the new employment specialist with information on recommended strategies that they use when interviewing an employer. Good resources for you to share with the employment specialist include McLaughlin, Garner, & Callahan, 1987 and Moon, Goodall, Barcus, and Brooke, 1986. Once you have introduced the employment specialist to your organization's procedures, contact a business to set up a time to interview the employer and observe a potential position. The trainer should provide the new employee with a set of materials and accompany her or him to the business site or pair the individual with an experienced employment specialist. At the site the employment specialist should explain supported employment, interview the employer, and identify and observe a potential position. After the fieldwork session, the trainer should review the experience with the employment specialist. Together they should identify the employment specialist's strengths and areas where she or he could improve.

__Small or Large Group Format__: After the training lecture and classroom activities, divide the large group of employment specialists into pairs. Provide each pair with one set of materials and the name of the business they are to visit including the address, phone number, and contact person. The employment specialist pair should spend approximately 30 minutes conducting an employer interview, explaining supported employment, and identifying and observing a potential position. (Each pair should obtain enough information to complete the "Employer Contact" and "Sequence of Job Duties" forms). The "Supported Employment" marketing brochure provides a framework of the employer contact and marketing process for less experienced employment specialists.

After the fieldwork, spend 20 minutes discussing the activity as a large group. Ask each employment specialist pair to share their experience and assess their strengths and areas of need. What will they do differently next time? How did the strategies they used differ across types of jobs?

__Trainer's Notes__: When the trainer is contacting businesses for the activity, it is helpful to leave the employer a business card with your name, agency, and telephone number. Ask the employer if there is a specific time within the time block you have scheduled for the activity that is more convenient. Follow-up the contact visit with a confirmation letter and a telephone call the day before the training activity. Thank-you notes, mailed after the activity to all employers are always appreciated.

If you are unable to identify a business that has the time to participate, it is possible to simulate the activity using a role play situation. In some instances, the business may be willing for you to role play at their facility, but not have a staff person available to participate in the interview process. The trainer can learn the important details prior to the activity and act as the employer during the training session. Obviously, real life employers are always the first choice!

****

Employer Interview Form and Sequence of Job Duties Form are included for use during this activity.

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Employer Interview Form

Company: ____________________ Date: ______________________________

____________________ Phone: ______________________________

____

Person Interviewed: __________

Title: __________

Job Title: ____________________ Rate of Pay: ______________________

Work Schedule: ____

Company benefits: ____

Size of company or # of employees): ______________________________

Volume and/or pace of work

Overall: _______________ This position: _______________

Number of employees in this position: ______________________________

During the same hours: ______________________________

Written job description available: ______________________________

Description of job duties: **Record on Sequence of Job Duties Form**

Availability of supervision (estimate percentage of time): ______________

Orientation skills needed (size and layout of work area): ______________

What are important aspects of position:

Speed __ vs. Thoroughness __ Judgement __ vs. Routine __

Teamwork __ vs. Independence __ Repetition __ vs. Variability __

What are the absolute "don'ts" for employees in this position (e.g., manager's pet peeves, reasons for dismissal, etc)?

____

____

Describe any reading or number work that is required:

____

____

What machinery or equipment will the employee need to operate?

____

OBSERVATIONAL INFORMATION:

Appearance of employees:

____

Atmosphere:

__ Friendly, cheerful
__ Busy, relaxed
__ Slow, relaxed
__ Structured, orderly

__ Aloof indifferent
__ Busy, tense
__ Slow, tense
__ Unstructured, disorderly

Environment characteristics (physical barriers, extremes in temperature, etc.)

____

____

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Sequence of Job Duties Form

[] Daily
(Job duties remain
the same from day to day

[] Varies day to day
(If checked here, complete a
separate form for each different
sequence)

If above box is checked, indicate
day for which this form is completed:

[] Mon [] Tues [] Wed [] Thurs [] Fri [] Sat [] Sun

Approximate Time	Job Duty

Comments: ____

____

____

____

SIGNATURE/TITLE: ______________________ DATE: __________

Activity: "Addressing Employer Concerns"

Supported Work Component: Job Development

Goal of Activity: The goal of this activity is to provide the employment specialist an opportunity to brainstorm answers to questions that an employer might ask during job development.

Materials:

- Employer Concern Worksheet
- Overhead projector
- Overhead of worksheet
- Overhead markers

  or
- Flipchart with Markers

Time Allotted: 20 - 45 minutes

Summary of Activity: This activity should be used after employment specialists have been introduced to basic marketing principals and practices. It will provide an opportunity for employment specialists to problem solve questions that have been asked by employers during job development. If at all possible, use situations that have been encountered by other employment specialists in the trainee's agency rather than the sample items provided in this activity.

Individual Training Session: Provide the employment specialist with the "Employer Concerns" Worksheet. Allow approximately 5 - 10 minutes to: (a) read each question; (b) decide how to answer the employer; and (c) write the responses. The trainer or program manager may want to use an experienced employment specialist to review the questions and answers with the new trainee. Encourage the employment specialist to share similar experiences and how he or she responded to the employer's concerns.

Small or Large Group Format: Divide the large group into working pairs. Provide each pair with one "Employer Concern" to read. Allow 5 - 10 minutes for the pair to assess the situation and recommend answers. Reconvene the group and share the situations and discuss alternative answers. Use the flipchart or overhead to summarize the large group discussion. If more time is available, have each group come up with answers to each question rather than assigning only one problem situation.

Trainer Notes: When using this activity encourage the employment specialist to identify multiple alternative strategies. It is important to get employment specialists to understand that there may be (and usually are) many different answers or solutions to a problem.

Employer Concern #1

Concern: During initial telephone contact, the employer expresses interest in the supported work model but is unwilling to commit to meeting in person with the employment specialist.

What is your answer?

Employer Concern #2

Concern: During the interview, the employer expresses fear of mentally retarded persons who are "overly sexual and potentially violent."

What is your answer?

Employer Concern #3

Concern: "I just don't see how I can hire a mentally retarded person. He/she will be too slow, and I won't be able to rely on him/her to come to work on time every day."

What is your answer?

Employer Concern #4

Concern: "I hired a mentally retarded man once, and I had to spend three weeks teaching him the job. Two weeks later, he just never showed up again."

What is your answer?

Employer Concern #5

Concern: "There are a lot of poisonous chemicals used here. If your client can't read, how can I be sure that he won't drink the detergent by mistake? Babies do that all the time."

What is your answer?

Employer Concern #6

Concern: "I have already hired three people who are deaf to work here. Why should I hire a mentally retarded person as well?

What is your answer?

Employer Concern #1

Concern: You have just explained to an employer that your agency places individuals with traumatic brain injuries into competitive employment. She responds, "My cousin was in a motorcycle accident 5 years ago and had a brain injury. Tom was in a coma for 6 weeks and since his accident can't remember things from one day to another. How can I hire someone like that here?"

What is your answer?

Employer Concern #2

Concern: "I don't see how I can hire someone with a traumatic brain injury here. Don't all those people have seizures? What if the person has a fit on my jobsite?"

What is your answer?

Employer Concern #3

Concern: "I don't think it would be safe to hire someone with a head injury. What about all the dangerous equipment on the construction site? I don't want to be liable for any accidents!"

What is your answer?

Employer Concern #4

Concern: "What do you mean by traumatic brain injury? Aren't those people just mentally retarded?"

What is your answer?

Activity: "Marketing Bloopers"

Supported Work Component: Job Development

Goal of Activity: The goal of this activity is to provide an employment specialist with the opportunity to discuss appropriate strategies for marketing supported employment programs and to discuss strategies for addressing problems which might occur during employer contacts.

Materials:

- One "Marketing Blooper" Scenario for each pair of employment specialists.

Time Allotted: 20 minutes

Summary of Activity: This activity should be used after employment specialists have been introduced to basic marketing principals and practices. It will provide an opportunity for employment specialists to apply their knowledge of marketing strategies and practices presented through training sessions to actual situations that have been encountered by other employment specialists.

Individual Training Session: Provide the employment specialist with the "Marketing Bloopers" to read. Allow 15 minutes to: (a) read each blooper; (b) determine if it is a blooper; (c) if yes, explain how it could have been avoided; (d) if no, explain why it is not a blooper and how it can be eliminated or reduced.

Small or Large Group Format: Divide the group into pairs. Provide each pair with one "Marketing Blooper" to read. Give 5 minutes for the pair to assess the situation, decide whether the scenario is a "blooper," and recommend alternative strategies. Bring the group together and share the situations and discuss alternative strategies.

Note: When using this activity encourage the employment specialist to identify multiple alternative strategies. It is important to get employment specialists to understand that there may be (and usually are) many different approaches to eliminating or resolving a problem. A successful employment specialist must break out of the "one right answer syndrome" if they are going to successfully support individuals in employment settings. Trainers must make sure that they are teaching employment specialists to develop problem solving skills which enable them to identify multiple alternatives for addressing problems. You may also want to consider using "Supported Employment Minutes" available from the RRTC developed by SETNET.

Marketing Blooper #1

You are wearing shorts and a tee shirt with the slogan, "Life's a Beach," written on it for a job interview at a seafood restaurant in a resort community.

Is This a "blooper"?
Could it have been avoided?
If so, how?
If not, how can it be eliminated or reduced?

Marketing Blooper #2

You are enthusiastically describing the role of a job trainer to a potential employer when you accidentally spill a cup of coffee in his lap.

Is This a "blooper"?
Could it have been avoided?
If so, how?
If not, how can it be eliminated or reduced?

Marketing Blooper #3

After you have completed your presentation, the employer enthusiastically remarks that he will hire six mentally retarded workers.

Is This a "blooper"?
Could it have been avoided?
If so, how?
If not, how can it be eliminated or reduced?

Marketing Blooper #4

You have arrived 30 minutes late for an interview with a potential employer because of construction on a bridge.

Is This a "blooper"?
Could it have been avoided?
If so, how?
If not, how can it be eliminated or reduced?

Marketing Blooper #5

You have given inaccurate information on TJTC to a potential employer during an interview.

Is This a "blooper"?
Could it have been avoided?
If so, how?
If not, how can it be eliminated or reduced?

What a Blooper!!

Activity: "Let Your Fingers Do the Walking"

Supported Work Component: Job Development

Goal of Activity: The purpose of this activity is to familiarize the participants with the use of the phone book yellow pages for job development.

Materials:

- Yellow pages for every two participants
- "Let Your Fingers Do the Walking" worksheet for each participant
- Overhead projector
- Overhead of blank worksheet and sample of a completed worksheet
- Flip chart and markets

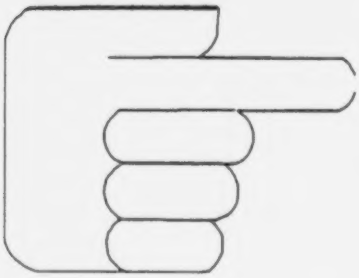
Time Allotted: 60 minutes for a small or large group or 2 hours for an individual employment specialist

Summary of Activity: Participants are to look through the yellow pages to identify major job "categories," such as medical, banking, automobiles, etc which are represented within the community. For each identified category, they are to list specific businesses and possible jobs within each business.

Individual Training Session: Provide the employment specialist with a copy of the community's yellow pages. Have him/her review these telephone pages to identify (a) categories for job development; (b) businesses within each category; and (c) job possibilities within each business. The employment specialist should spend approximately 2 hours filling out the worksheet with the recommended information. Upon completion of this activity, the trainer should discuss the employment specialist's findings and assign the next activity, "Read the daily news."

Small or Large Group Format: Divide the group into pairs and pass out the worksheets. Instruct each pair to find five job categories in the telephone book. It may be a good idea to divide the yellow pages into sections and assign each group a different section in order to encourage variety. After selecting categories, the pairs should list businesses and job possibilities for each category identified. Give each group approximately 30 minutes to complete the task. Provide blank overhead worksheets or flipcharts for each team. Ask them to write their categories and job suggestions on the flipchart/overhead to use during a large group discussion. Close with all the participants sharing what they have listed as job possibilities.

Trainer Notes: Participants should be encouraged to identify job categories available to all people living in the community. They should not try to select jobs ***"they think"*** are appropriate for people with disabilities. The purpose is to identify the broad array of categories available with numerous job opportunities. Hopefully through this activity participants will become aware of the diversity of positions within the community.



"LET YOUR FINGERS DO THE WALKING!!"

Yellow Pages Activity

1. **Category:** ____________________

Business: ____________________

Job Possibilities:
1. ____________________
2. ____________________
3. ____________________
4. ____________________

Business: ____________________

Job Possibilities:
1. ____________________
2. ____________________
3. ____________________
4. ____________________

2. **Category:** ____________________

Business: ____________________

Job Possibilities:
1. ____________________
2. ____________________
3. ____________________
4. ____________________

"Let Your Fingers Do the Walking!" (continued pg. 2)

Business: ______________________________

Job Possibilities:
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

3. **Category:** ______________________________

Business: ______________________________

Job Possibilities:
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Business: ______________________________

Job Possibilities:
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

4. **Category:** ______________________________

Business: ______________________________

Job Possibilities:
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

"Let Your Fingers Do the Walking" (continued pg. 3)

Business: ____________________

Job Possibilities: 1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. **Category:** ____________________

Business: ____________________

Job Possibilities: 1. ____________________

2. ____________________

3. ____________________

4. ____________________

Business: ____________________

Job Possibilities: 1. ____________________

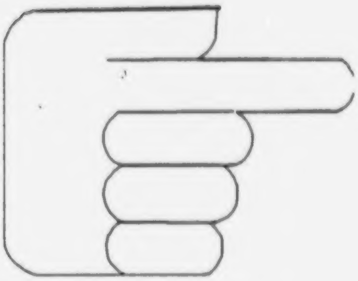
2. ____________________

3. ____________________

4. ____________________

Worksheet Completed by: ____________________

Date: ____________________



"LET YOUR FINGERS DO THE WALKING!!"

Yellow Pages Activity: Sample Jobs

CATEGORY: Department Stores

Businesses: J.C. Penny, Bradlees, & Sears

Job Possibilities:

1. Vacuum
2. Stock Clerk
3. Bus tables in restaurant area

CATEGORY: Supermarkets

Businesses: Safeway, Ukrops, & Farm Fresh

Job Possibilities:

1. Bag groceries
2. Stock clerk
3. Janitorial

CATEGORY: Veterinarians

Businesses: Animal Hospital Emergency Room, Pet Barn, & Stratford Hills Vet

Job Possibilities:

1. Clean pet cages
2. Animal feeder and care provider
3. Vet. assistant

Activity: "Read the daily news"

Supported Work Component: Job Development

Goal of Activity: The goal of this activity is to provide employment specialists with the opportunity to use the classified section of their local newspaper to begin the process of conducting a community job market screening.

Materials:

- A recent classified section of the local Sunday newspaper for each employment specialist or group of participants
- One "Community Job Market Screening" form for each employment specialist or group of employment specialists

Time Allotted: 20 - 30 minutes group session
1 - 2 hours for individual training session

Summary of Activity: Provide each employment specialist or pair of employment specialists with the materials.

Individual Training Session: Instruct the employment specialist to review the classified section of the newspaper. Using the job categories she or he identified while completing the activity, "Let your Fingers do the Walking," the employment specialist should identify job title/types of work listed in the classified ads. Encourage the trainee to attempt to identify job titles/types that fit into each of the job categories previously identified. Also for each job title/type list the general requirements described in the classified ad. This information can be entered in the section, job title/type of work general requirements, on the Community Job Market Screening Form.

Next, the employment specialist should list specific companies to contact on the section, SPECIFIC SCREENING. Under this section, he/she can identify a company or contact person, type of work, and address/phone. Be sure to allow enough time for the individuals to review the entire classified section. Once the task has been completed, the trainer/program manager should review and discuss the employment specialist's findings. (This activity may take 1/2 day to complete).

Small or Large Group Format: Divide the group into teams of 2 - 3 people. Have them look through the classified sections of the newspaper in order to complete the "Community Job Market Screening" form allowing approximately 15 - 20 minutes. If limited time is available to complete the activity, the trainer may want to divide the classified section among the participants. After each group has completed the form, spend 5 - 10 minutes discussing the activity as a large group.

Trainer Notes: Use this activity to begin a discussion of other potential job development resources (see Shafer, Parent, & Everson (1988), Table 1). Include a discussion of the local unemployment rate and targeted employment growth areas. Trainers may obtain this information from the state employment agency in the state targeted for training. The following worksheet may be useful for group discussion.

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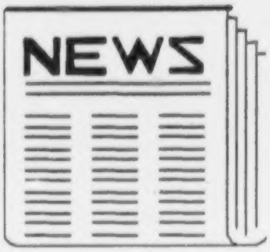
"Read the Daily News" Discussion Questions



1.) How does this information build on the information obtained from the Yellow Pages?

2.) Are there similarities between the current job openings, and the positions you targeted for further development?

3.) What seems to be the greatest job demand in this area?

4.) Do you think that the job market can support individuals with disabilities after completing this initial review?

5.) What types of jobs will you target for marketing your program?

6.) What effect do you think the local unemployment rate will have on the jobs you have targeted for employment?

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Community Job Market Screening Form

Date Completed:______________ Completed by:__________________

1. GENERAL SCREENING

List job openings that occur frequently (derive from classified ads, employment service listings, public service ads, etc.):

JOB TITLE/TYPE OF WORK GENERAL REQUIREMENTS

2. SPECIFIC SCREENING

List potential appropriate companies or industries in this community to contact for job openings

CURRENT

Company/Contact Person	Type of Work	Address/Phone

DEVELOPING

Company/Contact Person	Type of Work	Address/Phone

REHABILITATION RESEARCH AND TRAINING CENTER
COMMUNITY JOB MARKET SCREENING FORM
(Sample Completed Form)

Date Completed: 5-15-82 **Completed by:** A. Smith

1. GENERAL SCREENING

List job openings that occur frequently (derive from classified ads, employment service listings, public service ads, etc.):

JOB TITLE/TYPE OF WORK	GENERAL REQUIREMENTS
fast food cook	none
kitchen utility/food service	none
pot scrubber/food service	none
construction laborer	furnish transportation
word processor	high school equivalent
janitor	none
machine operator	license
line worker (industry)	none

2. SPECIFIC SCREENING

List potential appropriate companies or industry in this community to contact for job openings.

CURRENT

Company/Contact Person	Type of Work	Address/Phone
Marriott Hotel (Mr. Smith)	chamber maid/janitor	613-4218
VCU Student Center	food service	786-9256
Richmond Linen Service	industrial laundry	924-7320

DEVELOPING

Company/Contact Person	Type of Work	Address/Phone
C & K Auto Parts (Charlie)	stock clerk	321-6059
Bob's Pizza	salad prep.	744-0819

Activity: "Telephoning an Employer"

Supported Work Component: Job Development

Goal of Activity: The goal of this role play activity is to provide participants with the opportunity to practice their telephoning techniques to potential employers.

Materials: "Telephoning an Employer" Observation Sheet

Time: 45 - 60 minutes

Summary of Activity: Participants must be familiar with good telephone practices before participating in this activity. Refer to McLaughlin, Garner, Callahan (1987) pages 61-67. Once the group has been introduced to procedures for making initial contacts with employees, they will be required to practice their telephoning techniques to potential employers.

Individual Training Session: Once the employment specialist has completed the activity, "read the daily news," she or he will select a business to contact. After the business has been identified, the employment specialist will be required to develop a script for making the telephone contact. The script should include (1) opening statement, (2) brief description of services and (3) request for an appointment. The employment specialist should then review the script with the trainer.

After the script is completed the employment specialist can role play the telephone contact with the trainer or an experienced employment specialist. The trainer should complete the Observation Sheet to provide feedback on the phone contact role play. The new employment specialist may also find it useful for the trainer/program manager to observe a real life phone contact after this role play activity. The Observation Sheet could be used also for feedback during this situation.

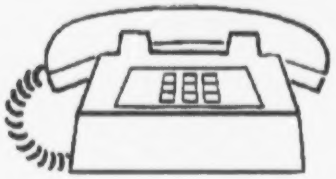
Small or Large Group: This activity requires 1 trainer-mentor to act as an observer for each pair of employment specialists. Divide the participants into pairs and assign a mentor to each group. Explain to them that this activity is a role play for contacting employers for potential job development. Provide a sample role play scenario similar to the one included at the end the activity guidelines. Each employment specialist in the pair is to develop her or his own script for the following roles:

1. An employment specialist script for contacting an employer.
2. An employer script including objections, stalls, and questions about supported employment.

After each person has developed both scripts, the pair will take turns role playing the employment specialist or employer character. The mentor should observe the role play situation and complete an observation sheet for the individual acting as the employment specialist. Once the role play is completed, the participant who is acting as the employment specialist should be given feedback from the mentor. Roles can then be reversed, and the other participant given an opportunity to play the employment specialist. The small group activity closes with feedback for the last role play and an opportunity for the two trainees to discuss their perceptions of the activity. Conclude by reconvening the participants into a large group to discuss the training experience.

The following timelines may be useful for this activity.

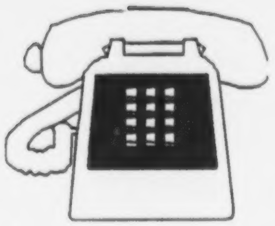
1.	script development	10 minutes
2.	role play one	5 minutes simulation
		5 minutes feedback
3.	role reversal	5 minutes simulation
		5 minutes feedback
4.	discussion in large group	10 minutes



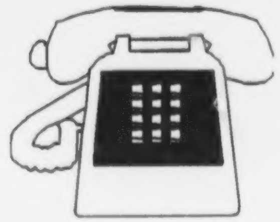
Sample Role Play Scenario

A supported employment specialist in Richmond has recently completed an extensive job market screening of the local community. S/he has identified bank operations centers as one of the leading employers in the area. S/he knows very little about the job opportunities available there and would like to meet with the personnel manager to discuss potential employment opportunities. S/he has sent a letter to the personnel manager and is going to call to secure an appointment.

[Alternative scenarios may be developed to provide participants situations to practice their skills.]



Role Play
Observer Notes



Simulation: Telephoning an Employer

OBSERVATION SHEET - adapted from McLaughlin, C.S., Garner, B.J. and Callahan, M. (1987). Getting employed, staying employed. Baltimore: University Park Press.

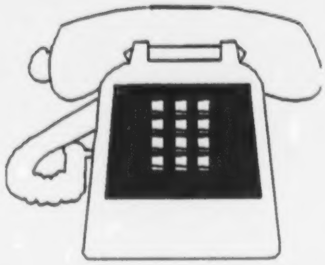
A. Record employer objections and employment specialist responses:

Objection	Response

B. Indicate if the employment specialist adheres to the following skill sequence:

	Skill Sequence	Observer Notes
1.	Establishes that desired party is on the line	
2.	States who is calling	
3.	Begins with an opening statement that refers to the letter of introduction and/or referral	
4.	Briefly describes the service offered.	
5.	Ends with a request for an appointment	

Simulation: Telephoning an Employer
(continued pg. 2)



C. Record the employment specialist's ability to display the following quality aspects:

QUALITY ASPECTS	OBSERVER NOTES
1. Voice conversational/friendly	
2. Speed	
3. Intonation	
4. Purpose clear	
5. Amount of Information	
6. Active listening	
7. Recognition of employer concerns	
8. Language understandable (no jargon)	

Comments/Recommendations:

Activity: "Employer Contact Role Plays"

Supported Work Component: Job Development

Goal of Activity: The goal of this activity is to provide employment specialists with the opportunity to role play initial contacts with employers in order to develop job opportunities and to market the supported work model.

Materials:

- One "Employer Contact Role Play" scenario for each pair of employment specialists

Time Allotted: 30 - 60 minutes (Dependent on the number of role plays presented)

Summary of Activity: Divide the large group of employment specialists into pairs. Provide each team with one "Employer Contact Role Play" scenario; asking one member of the pair to assume the employer role while the other assumes the employment specialist role. Allow 10 minutes for each role play team to prepare and practice a contact and marketing strategy. While the groups are practicing their role plays, move about the training room providing input to the participants. Bring the large group back together and ask one or more groups to volunteer to role play their strategy for the large group. Spend 5-10 minutes discussing the presented strategies and alternative strategies. A worksheet to provide trainee feedback is included at the end of this activity. The trainer can complete these on the participants or have the trainees fill them out for each other. For instance, when one participant is assuming the employer role, have him or her complete the checklist on the participant who is role playing the employment specialist. Remember to focus on the strengths as well as the weaknesses in the performances.

Trainer's Notes: Many participants will find role play situations threatening. It may help to ease their nervousness by demonstrating the first scenario. The trainer can assume the role of an employment specialist while an assistant or volunteer from the audience portrays the employer. Remember to assure the group that they are not expected to be actors and actresses!

Note: This activity was designed for use with at least two new employment specialists. It may be possible to modify the role plays for one trainee by using an experienced employment specialist to assist during the role play situations.

Employer Contact Role Play #1

Portray a supported employment specialist who has recently completed an extensive job market screening of the local community in which she works. Role play a situation in which she has been referred to La Casita Mexican restaurant by the manager of another restaurant. She decides to make a drop-in visit to discuss her program with the manager.

Participant's Notes:

Employer Contact Role Play #2

Portray a supported employment specialist, who has recently completed an extensive job market screening of the local community in which he works. He has identified bank operations centers as one of the leading employers in the area. He knows very little about the employment opportunities available there and would like to meet with the personnel manager to discuss future job possibilities. Role play a situation in which the employment specialist telephones the manager to set up an appointment to learn more about the employment opportunities.

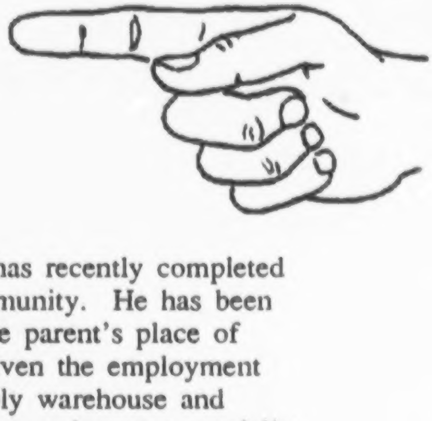
Participant's Notes:

Employer Contact Role Play #3

Portray a supported employment specialist who has recently complied an extensive job market screening of the local community. She is interested in establishing an enclave in a 100-employee electronic assembly plant and has previously telephoned the employer to set up an interview. Role play the initial meeting between the employment specialist and manager of the plant. The employment specialist is interested in clarifying the objectives of supported employment with the manager and sounding out the employer's interest in establishing an enclave.

Participant's Notes:

Employer Contact Role Play #4



Portray a supported employment specialist who has recently completed extensive job market screening of the local community. He has been referred by the parent of one of his clients to the parent's place of employment, a local hospital. The parent has given the employment specialist the name of the supervisor in the supply warehouse and indicated that job turnover is very frequent. The employment specialist has previously telephoned and set-up an appointment with the supervisor. Role play the initial interview in which the employment specialist describes his program and obtains specific information about job openings.

Participant's Notes:

Checklist for Employer Contact

The job trainer greeted the employer and introduced him/herself in a friendly and positive way.

Yes ___
No ___
Not Evident ___

The job trainer confirmed that the interview was scheduled at a convenient time for the employer.

Yes ___
No ___
Not Evident ___

The job trainer was dressed appropriately for an interview at this job setting

Yes ___
No ___
Not Evident ___

The job trainer described the supported work model in an enthusiastic and knowledgeable manner.

Yes ___
No ___
Not Evident ___

The job trainer explained his/her role in the model and assured the employer that the job would be completed to employer's satisfaction.

Yes ___
No ___
Not Evident ___

The job trainer encouraged the employer to ask questions and answered all questions knowledgeably.

Yes ___
No ___
Not Evident ___

The job trainer described financial incentives for hiring individuals with disabilities.

Yes ___
No ___
Not Evident ___

The job trainer requested specific information about current job openings and turnover in entry-level jobs.

Yes ___
No ___
Not Evident ___

The job trainer requested time to observe the work area and analyze job duties and skills.

Yes ___
No ___
Not Evident ___

The job trainer concluded the interview by thanking the employer, and verifying arrangements for interviewing a potential employee, or maintaining future contact.

Yes ___
No ___
Not Evident ___

Activity: "Solving Job Development Scenarios"

Supported Work Component: Job Development

Goal of Activity: The goal of this activity is to provide employment specialists with the opportunity to brainstorm solutions to job development problems. By reviewing common situations that may arise during job development, the employment specialist may be able to prevent problems from occurring.

Materials:

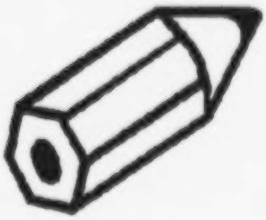
- One set of Job Development Scenarios for each pair of employment specialists.

Time Allotted: 25-30 minutes

Summary of Activity: Provide each employment specialist or pair of employment specialists with the training materials.

Individual Training Session: This activity could be completed on an individual basis with a new employment specialist to stimulate discussion of job development problems and solutions. Instruct the employment specialist to review the scenarios. Allow him or her 15-20 minutes to brainstorm ideas and complete the worksheets. Review the material and discuss the solutions continuing to brainstorm additional strategies.

Small or Large Group Format: Divide the large group of employment specialists into working pairs. Provide each pair with the Job Development Scenarios worksheets. Allow each pair approximately 15 minutes to critique the case studies and provide alternative strategies. Bring the large group back together and ask the participants to discuss their solutions to the situations. Spend 5 to 10 minutes discussing the presented strategies.



Job Development: Situation #1

David has been recently hired as an employment specialist by Supported Employment Opportunities (SEO) in Richmond, Virginia. He is in the process of conducting a community analysis to identify employers to contact for specific job development. He has always heard that people with mental retardation are good at doing restaurant work and is interested in contacting restaurants for possible openings. David has written a letter explaining his program and mailed it to all of the restaurants in the phone book and newspaper (a copy of sample letter is attached). It has been four weeks and he has had no response.

CRITIQUE THIS SITUATION:

IDENTIFY ALTERNATIVE STRATEGIES:

Supported Employment Opportunities

"Opening Doors to Employment for People with Disabilities"

15 Crater Rd. Employment, Virginia 23220 Phone: (804) 367-1851

February 21, 1991

General Manager
Charleys Restaurant
3088 Stony Point Road
Richmond, VA 23220

To Whom It May Concern:

How often have you said to yourself, "No matter how thorough I screen applicants, I still end up training them to do their jobs my way?" Supported Employment Opportunities, a local agency that assists people with disabilities to find employment, recognizes that good employees are developed on the job, not in some other location. The people represented by our agency are eager to work, and we provide on-the-job training procedures that can ensure that they will perform their job your way.

Supported Employment Opportunities serves a broad range of people with disabilities here in Employment, Virginia. However, these people share one common trait: They all want and need to work. Our approach carefully considers your needs as an employer and the skills of the applicant. We then negotiate with you to determine the best job for the applicant who is represented.

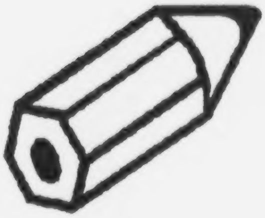
I would appreciate the opportunity to discuss our service with you. It will require only 25 minutes of your time. Please call me at 367-1851 to set up a time to meet.

Sincerely,

David Marsh
Employment Specialist

DM/edf

Adapted from McLaughlin, Garner & Callahan (1987).



Job Development: Situation #2

Linda, an employment specialist, is ready to make her third placement. She thinks a job in technology would be a good match for an individual she is working with who has cerebral palsy. She has identified a job opening as an Office Services Aide at the Division of Motor Vehicles during a recent visit with the office receptionist. Linda has been calling Mrs. Davis, the micrographic's supervisor, every day to try and gather more information about the specific position for a placement. Mrs. Davis sounds supportive but Linda is having difficulty getting a commitment from her. A typical telephone conversation is as follows:

"Hello, Mrs. Davis, this is Linda Jones. I was calling to arrange a time that I can come visit you to talk further about the Office Services Aide Position."

Mrs. Davis' response: "This isn't a good time right now, our office is very busy. I do think that you have a good program and I have seen handicapped people work before. I'm not sure if we will have an opening in our Micrographic's Department any time soon. I'll call you as soon as I have an available position."

CRITIQUE THIS SITUATION:

IDENTIFY ALTERNATIVE STRATEGIES:

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Employer Contact Sheet

*Date of Initial Contact: 3/7/90

Initiated by: Linda

Method: Phone Visit Letter

Name of Company: Division of Motor Vehicles

Address: 2930 West Broad Street

Phone: 257-6725

Name of Contact Person: Mrs. Davis

Title of Position: Micrographic's Supervisor

General Response: _____ Interested _____ Position Available

_____ Not Interested _____ Position Not Available

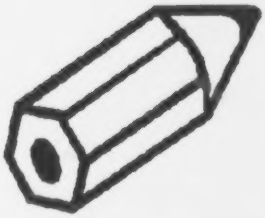
_____ Position Not Appropriate

Comments: Initial Cold Call Contact - talked to receptionist. Opening available as an office services aide. Will call back for an appointment with Mrs. Davis.

* Further contact with company recorded on reverse side.

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
EMPLOYER CONTACT SHEET

Date	Visit	Phone	Letter	Reaction/Comment
3/8/90		x		Call back.
3/9/90		x		Not in-left message
3/10/90	x			Too busy to see me.
3/13/90		x		Told to call back.
3/14/90		x		Wants me to call back.
3/15/90	x			Not available to meet.
3/20/90		x		Left message.
3/21/90		x		Referred to receptionist
3/22/90	x			In a meeting.
3/23/90		x		On vacation until 3/27.
3/27/90		x		Too busy to talk.
3/28/90			x	No response.
3/30/90		x		Asked me to call back.
3/31/90		x		Left message.
4/3/90		x		Said she would call me back

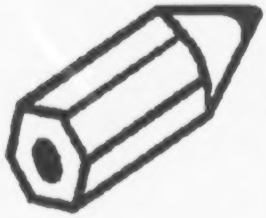


Job Development: Situation #3

Pam is a new Employment Specialist who has recently finished three days of supported employment training. She is supposed to make her first placement but is afraid to contact employers. Pam previously worked in a sheltered workshop and doesn't have any business background. A friend gave her a lead at a company called Service Master where she identified a Telemarketing Position. Pam is so excited because the supervisor wants her to place someone immediately. She completed a job/consumer compatibility analysis and can't find any consumers who are good match for the job. She has decided to place Jeff anyway-after all, the employer wants to hire someone.

CRITIQUE THIS SITUATION:

IDENTIFY ALTERNATIVE STRATEGIES:



Job Development: Situation #4

John has been contacting employers for two weeks trying to find a job for Nathan. Nathan has been assessed as having mental retardation in the severe range according to standardized test scores (IQ=27). John has found a few jobs that might be appropriate for Nathan but is having trouble convincing employers to hire him. One employer was afraid that his insurance rates would go up. Another employer thought that Nathan would not be able to perform the job. A third employer refused to hire Nathan because he didn't have the extra time to supervise him. Finally, an employer agreed to hire Nathan but refused to have an employment specialist on the site due to liability factors and a fear of negative reactions by the public. John feels that the employers have valid concerns and is ready to give up in his job search for Nathan.

CRITIQUE THIS SITUATION:

IDENTIFY ALTERNATIVE STRATEGIES:

ACTIVITY: "What's My Line?"

Supported Work Component: Job Development

Goal: To Review the unit on job development

Materials:

- Black board
- "What's My Line" questions
- Individual(s) to role play the mystery guests

Time Allotted: 25 minutes

Summary of Activity: Participants should be seated as a panel. Pass out sample questions for guessing the job identify of the mystery guest. Have the "guest" sign in on the blackboard and take a seat next to the trainer who will act as the moderator of the game. Let each person take turns asking a question and guessing the job of the mystery guest.

Mystery guest jobs:	Baker's assistant (Makes rolls at a fast food restaurant) Lab Technician (Washes beakers at a medical lab) Stock Clerk (Hangs clothes at a department store)

SAMPLE "What's My Line" questions:

1. If I looked in the yellow pages, would I find your company under ______? (ex. restaurants)
2. If I completed an environmental analysis of your position would I find myself in a _____________? (ex. kitchen)
3. If I listed your job duties on a sequence of job duties form, would you be ____________ any time during the day? (ex. emptying trash)
4. If I were completing the job analysis from would you need to do heavy work under the category of strength?
5. If I were completing the job analysis form would you be required to orient in ___________? (ex. a small area only or building and grounds)
6. If I were completing an employer interview would the manager tell me that you must wear a uniform?

Note: **It may be helpful to also pass out sample forms of the job development process in order to stimulate questions.**

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ACTIVITY: "Know the job"

Supported Work Component: Job Development (fieldwork)

Goal of Activity: The goal of this activity is to provide employment specialists with the opportunity to assess and collect information an a specific job and work environment.

Materials:
- One Completed "Sequence of Job Duties" form per employment specialist pair
- One blank "Environmental Analysis" form per employment specialist pair
- One blank "Job Analysis" form per employment specialist pair

Time Allotted: 40 minutes

Summary of Activity: Prior to conducting this activity, the trainer must contact a business or businesses to identify a potential position and complete a "Sequence of Job Duties," "Environmental Analysis," & "Job Analysis" for each identified position. The trainer will need to secure approval from the employer to have two employment specialist trainees to come to the site for 30 minutes to observe the position and develop a Job Analysis. Ideally, one business site should be identified for each pair of employment specialists.

Individual Training Session: Provide the employment specialist with the materials. Identify the job site he or she is to visit and provide them with the name of the contact person. The employment specialist is to visit the site and using the "Sequence of Job Duties" form observe the work site. While at the site the employment specialist should complete the "Environmental Analysis" and "Job Analysis". After the observation is completed, the trainer and employment specialist should discuss the results of the employment specialist's observation.

Small or Large Group Format: This activity may be organized in several different ways. The large group of employment specialist may be divided into pairs (or groups of no larger than four). Each individual or pair may complete the forms. Instruct the employment specialist pairs to use the completed "Sequence of Job Duties" form to assist them in identifying the specific work area where each specific job duty is performed. They should use this information to complete both the "Job Analysis" and "Environmental Analysis" forms. Observing a trained worker, talking with employers, an actually performing the job are useful ways to collect these data. Allow 20-30 minutes to complete this portion of the activity. After the fieldwork, spend 10 minutes discussing the activity as a large group. Ask each group to share their reaction: What did they observe? How useful is this process as a part of job development?

Trainer Notes: It may be difficult to find employers to contribute the time necessary to complete this activity. If this is the case, a situation may be set up where a trainer assumes the role of the employer at a real job site.

WORKSHEET FOR JOB ANALYSIS FORM:
Sequence of Job Duties With Appropriate Times

Position:
Daily Schedule:

[ ] Daily

[ ] Varies Day to Day
(If check here complete
form for each separate
sequence)

Indicate Appropriate Days:

[ ]	[ ]	[ ]	[ ]	[ ]
Mon	Tues	Wed	Thurs	Fri

Every other Saturday and Sunday off

Appropriate Time	Job Duty

Comments: ______________________________
____
____
____

Signature/Title: ______________________ Date: __________

Virginia Commonwealth University
Rehabilitation Research and Training Center
Environmental Analysis

Job: ____________ Evaluator: ____________ Date: ____________

1) Work Area ____________

Major Duties: ____________

____

____

____

____

Critical Skills: ____________

____

____

____

____

Work Rate Est: ____________

1) Work Area ____________

Major Duties: ____________

____

____

____

____

Critical Skills: ____________

____

____

____

____

Work Rate Est: ____________

Job: ____________ Evaluator: ____________ Date: ____________

1) Work Area ____________

Major Duties: ____________

____

____

____

____

Critical Skills: ____________

____

____

____

____

Work Rate Est: ____________

1) Work Area ____________

Major Duties: ____________

____

____

____

____

Critical Skills: ____________

____

____

____

____

Work Rate Est: ____________

Please overlay your letterhead in this space. The letterhead should designate the supported employment provider, not a state agency which represents more than one provider. Take care not to cover the page number designation or the title of the form. Also, do not change the layout of the form in any way.

JOB SCREENING FORM (Revised 6/90)

Please complete one Job Screening Form for each job the consumer had during the period in question. All items refer to this particular position at this particular company for this particular location.

Consumer

Name: ____________________

SSN: ____________________

Staff Member Completing Form

Name: ____________________

ID Code: ____________________

Company

Name: ____________________

ID Code: ____________________

Screening Date: __ __ / __ __ / __ __
mo day yr

Type of Service/Employment for this Report (Select one): _______

1 = Work activity or Sheltered employment
2 = Entrepreneurial
3 = Mobile work crew
4 = Enclave
5 = Supported job
6 = Supported competitive employment
7 = Time-limited (No ongoing services anticipated)
8 = Other (Specify: ____________________)

Type of Screening: Initial _____ Ongoing _____ Final _____

Job Title: ____________________

Current hourly wage (or wage at last date of employment in this position): ____________

Did a wage change occur since the last Job Screening or Job Update? Yes____ No____

If yes, complete this section:
Hourly rate changed from $_______ to $_______ on ___/___/___
Hourly rate changed from $_______ to $_______ on ___/___/___

Number of Hours per Week: ____________ Months per Year: ____________

If less than 12 months per year, what months is the job not available? ____________

Number of employees in this company at this location: ____________

Number of employees without disabilities in immediate area (50 ft. radius): ____________

Number of other employees with disabilities: ____________
In immediate area (50 ft. radius): ____________

Number of other employees in this position: ____________
During the same hours: ____________

General Directions: PLEASE DO NOT LEAVE ANY ITEM UNANSWERED! Indicate the most appropriate response for each item based on observations of the job and interviews with employers, supervisors, and coworkers. Also circle CI (critically important), I (important), LI (less important), or NI (not important) for each item, to indicate its level of importance in this position.

1. Schedule: (Circle Yes or No for each item)	Weekend Work Required Yes / No	Evening Work Required Yes / No	Part-Time Job Yes / No	Full-Time Job Yes / No

CI / I / LI / NI
Specifics/Comments:

2. Travel Location: (Circle Yes or No for each item)	On Public Transportation Route Yes / No	On Handicapped Transportation Route Yes / No

CI / I / LI / NI
Specifics/Comments:

3. Strength; Lifting and Carrying:	Very Light Work (<10 lbs)___	Light Work (10-20 lbs)___	Average Work (30-40 lbs)___	Heavy Work (>50 lbs)___

CI / I / LI / NI
Specifics/Comments:

4. Endurance: (No Breaks)	Work Required for <2 hours___	Work Required for 2-3 hours___	Work Required for 3-4 hours___	Work Required for >4 hours___

CI / I / LI / NI
Specifics/Comments:

5. Orienting:	Small Area Only___	One Room___	Several Rooms___	Building Wide___	Building and Grounds___

CI / I / LI / NI
Specifics/Comments:

6. Physical Mobility:	Sit/Stand In One Area___	Fair Ambulation Required___	Stairs/Minor Obstacles___	Full Physical Requirements___

CI / I / LI / NI
Specifics/Comments:

7. Work Pace:	Slow Pace___	Average Steady Pace___	Sometimes Fast Pace___	Continual Fast Pace___

CI / I / LI / NI
Specifics/Comments:

8. Appearance Requirements:	Grooming of Little Importance___	Cleanliness Only Required___	Neat and Clean Required___	Grooming Very Important___

CI / I / LI / NI
Specifics/Comments:

9. Communication Required:	None/ Minimal___	Key Words/Signs Needed___	Unclear Speech Accepted___	Clear Speech in Sentences/Signs Needed___

CI / I / LI / NI
Specifics/Comments:

10. Social Interactions:	Social Interactions Not Required___	Appropriate Responses Required___	Social Interactions Required Infrequently___	Social Interactions Required Frequently___

CI / I / LI / NI
Specifics/Comments:

11. Behavior Acceptance Range:	Many Unusual Behaviors Accepted___	Few Unusual Behaviors Accepted___	No Unusual Behaviors Accepted___

CI / I / LI / NI
Specifics/Comments:

12. Attention to Task/ Perseverance:	Frequent Prompts Available___	Intermittent Prompts/High Supervision Available___	Intermittent Prompts/Low Supervision Available___	Infrequent Prompts/Low Supervision Available___

CI / I / LI / NI
Specifics/Comments:

13. Sequencing of Job Duties:	Only One Task Required at a Time___	2-3 Tasks Required in Sequence___	4-6 Tasks Required in Sequence___	7 or more Tasks Required in Sequence___

CI / I / LI / NI
Specifics/Comments:

14. Initiation of Work/ Motivation:	Initiation of Work Required___	Volunteering Helpful___	Staff will Prompt to Next Task___

CI / I / LI / NI
Specifics/Comments:

Indicate the most appropriate response for each item based on observations of the job and interviews with employers, supervisors, and coworkers. Also circle CI (critically important), I (important), LI (less important), or NI (not important) for each item, to indicate its level of importance in this position.

15. Daily Changes in Routine:	7 or More Changes___	4-6 Task Changes___	2-3 Task Changes___	No Task Changes___

CI / I / LI / NI
Specifics/Comments:

16. Reinforcement Available:	Frequent Reinforcement Available___	Reinforcement Intermittent (daily)___	Reinforcement Infrequent (weekly)___	Minimal Reinforcement (pay check)___

CI / I / LI / NI
Specifics/Comments:

17. Employer Attitude:	Very Supportive of Workers with Disabilities___	Supportive with Reservations___	Indifferent to Workers With Disabilities___	Negative toward Workers with Disabilities___

CI / I / LI / NI
Specifics/Comments:

18. Employer's Financial Requirements:	Financial Incentives Not Necessary___	Tax Credit or Incentive (e.g., TJTC, OJT)___	Subminimum Wage___

CI / I / LI / NI
Specifics/Comments:

19. Object Discrimination:	Does Not Need to Distinguish Between Work Supplies___	Must Distinguish Between Work Supplies with an External Cue___	Must Distinguish Between Work Supplies___

CI / I / LI / NI
Specifics/Comments:

20. Time:	Time Factors Not Important___	Must Identify Breaks/Meals/ Etc.___	Must Tell Time to the Hour___	Must Tell Time to the Minute___

CI / I / LI / NI
Specifics/Comments:

21. Functional Reading:	None___	Sight Words/ Symbols___	Simple Reading___	Fluent Reading___

CI / I / LI / NI
Specifics/Comments:

22. Functional Math:	None___	Simple Counting___	Simple Addition/ Subtraction___	Complex Computational Skills___

CI / I / LI / NI
Specifics/Comments:

23. Street Crossing:	None___	Must Cross 2 Lane Street with Light___	Must Cross 2 Lane Street W/O Light___	Must Cross 4 Lane Street with Light___	Must Cross 4 Lane Street W/O Light___

CI / I / LI / NI
Specifics/Comments:

24. Visibility To Public:	Consumer Not Visible____	Occasionally Visible___	Regularly Visible___	Visible Throughout the Day/Ongoing___

CI / I / LI / NI
Specifics/Comments:

25. Benefits of Job:

Yes / No 0 = None
Yes / No 1 = Sick Leave
Yes / No 2 = Medical/Health Benefits
Yes / No 3 = Paid Vacation/Annual Leave
Yes / No 4 = Dental Benefits
Yes / No 5 = Employee Discounts
Yes / No 6 = Free or Reduced Meals
Yes / No 7 = Other(Specify):________________________

26. Level of Social Contact: (circle one)

(0) - Employment in a segregated setting in which the majority of interactions with persons without disabilities are with caregivers or service providers.
Example: Adult Activity Center.

(1) - Employment in an integrated environment on a shift or position which is isolated. Contact with coworkers without disabilities or supervisors is minimal.
Example: Night Janitor.

(2) - Employment in an integrated environment on a shift or position which is relatively isolated. Contact with coworkers without disabilities or supervisors is available at lunch or break. Example: Pot Scrubber.

(3) - Employment in an integrated environment in a position requiring a moderate level of task dependency and coworker interaction.
Example: Dishwasher required to keep plate supply stacked for cooks.

(4) - Employment in an integrated environment in a position requiring a high degree of task dependency and coworker interaction and/or high level of contact with customers. Example: Busperson/Porter.

27. CHECK ALL THAT APPLY TO POSITION:

Bus Tables ___
Food Prep. ___
Buffing ___
Dusting ___
Stocking ___
Sweeping ___
Assembly ___
Vacuuming ___
Restroom Cleaning ___
Washing Equipment ___
Dish Machine Use ___
Mopping(Indust.) ___
Food Line Supply ___
Trash Disposal ___
Food Serving ___
"Keeping Busy" ___
Clerical ___
Pot Scrubbing ___
Other ___
____

COMMENTS:

Rate of employee turnover (annual percentage):

Overall: _____ This position: _____

Number of supervisors: _____ Rate of supervisor turnover: _____

Written job description available? __________

What are absolute "don'ts" for an employee in this position? (Manager's pet peeves, reasons for dismissal,etc.)______________________________

____

____

Environmental characteristics (physical barriers, temperature extremes, etc.):

____

____

____

____

Additional Comments: ______________________________

____

____

____

____

FORM DEVELOPED BY THE REHABILITATION RESEARCH AND TRAINING CENTER VIRGINIA COMMONWEALTH UNIVERSITY

Sample Job Development Overheads

JOB DEVELOPMENT

- COMMUNITY JOB MARKET SCREENING

- SPECIFIC EMPLOYER CONTACT
  - Telephone
  - Visit to Business
  - Interview

- OBSERVATION OF THE JOB SITE
  - Sequence of Job Duties
  - Environmental Analysis

- JOB ANALYSIS

MARKET SCREENING GUIDELINES

DEVELOP:

1. A PICTURE OF EMPLOYMENT OPPORTUNITIES
2. LIST OF POTENTIAL BUSINESS CONTACTS
3. SYSTEM FOR COMPILING INFORMATION
4. A BUSINESS VOCABULARY
5. A LIST OF EMPLOYERS FOR INITIAL CALLS
6. KNOWLEDGE OF BUSINESSES TARGETED FOR CONTACT

??? QUESTIONS TO ASK WHEN ??? ANALYZING A COMMUNITY JOB MARKET

??? What types of employment are most commonly found in your community?

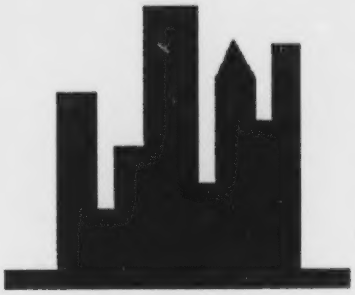
??? What companies have the highest turnover rate?

??? What companies are anticipating new growth in the near future?

??? Are there any new companies entering your community?

??? Who are the major employers in your community?

??? What companies are known to have hired persons with disabilities?



RESOURCES FOR IDENTIFYING LOCAL LABOR NEEDS

- * Better Business Bureau
- * Business and Trade Newsletters
- * Chamber of Commerce
- * City and County Employment Offices
- * Clubs and Organizations
- * Friends, Family, and Associates
- * Local Employers
- * Newspaper Classified Sections
- * Private Retail Groups

RESOURCES FOR IDENTIFYING LOCAL LABOR NEEDS

(continued)

- **Professional Journals**
- **State Employment Commission**
- **Supported Employment Providers**
- **Telephone Book**
- **Trade Associations**
- **U.S. Department of Labor**
- **University and College Job Placement Offices**
- **Vocational Rehabilitation Agencies**

HOW SHOULD I HANDLE INITIAL EMPLOYER CONTACTS?

1. Research the business BEFORE making contact.
2. Maintain a positive friendly manner.
3. Schedule a convenient meeting time.
4. Maintain a professional manner.
5. Show interest in/knowledge of services/products of the business.

Employer Contacts
(continued)

6. Explain your role.

7. Inquire about job requirements.

8. Discuss employer benefits.

9. Answer employers' questions.

HOW DO I GATHER INFORMATION?

- INTERVIEW EMPLOYER
- OBSERVE ALL WORK AND NONWORK AREAS
- INTERACT WITH COWORKERS
- OBSERVE COWORKERS PERFORMING THE JOB
- COMPLETE JOB YOURSELF

COMMON EMPLOYER QUESTIONS

How should I provide supervision?

How will my workers compensation insurance be effected?

How will the public react?

How will the coworkers react?

Will the work get done?

Will you interfere with the business operations?

Consumer Assessment & Job Placement

Traditional approaches to vocational assessment have often been problematic for staff members working in supported employment programs (Moon, Inge, Wehman, Brooke, & Barcus, 1990). Emphasis has been placed on the individual's deficits rather than strengths which has led to exclusion from vocational programming for individuals with severe disabilities. However, many professionals are now advocating for a functional approach to assessment (Gaylord-Ross, 1986; Moon, Goodall, Barcus, and Brooke, 1986; Moon et al, 1990).

Menchetti and Rusch (1988) state that the purpose of vocational assessment should be to identify the individual's training needs and resources in order for him or her to be successfully employed in the community. In addition, they state that the measures must be community referenced in order to assist in instructional decision making. In other words, vocational assessment should assist the employment specialist in determining the consumer's current level of functioning so that a "best fit" can be made between the individual and a potential job. **Consumer assessment should not be used to exclude individuals from supported employment services.**

An employment specialist should use both formal and informal assessment to develop a total picture of the individual referred for supported employment placement. This can be accomplished by review of formal records including educational reports, vocational history, social, psychological, and medical evaluations. Interviews should also be completed with the consumer, caregivers, parents, family members, current work supervisors, teachers, etc. In addition the employment specialist should observe the consumer in his or her current environments and during behavioral/situational assessments which take place in real work settings.

The following list represents the activities that an employment specialist completes during consumer assessment (Kregel & Sale, 1988; Moon, Goodall, Barcus, & Brooke, 1986):

Consumer Assessment Competencies:

1. Review the consumer's referral form.
2. Obtain appropriate release of information forms for review of formal records.
3. Review the individual's records and collect pertinent information to employment (e.g., medical reports, educational assessments, vocational assessments, psychological evaluations, work history).
4. Identify any inconsistencies within the documents and seek additional information from appropriate sources.
5. Interview the consumer and other individuals familiar with his or her abilities and work history (e.g., teachers, work supervisors, family members, caregivers, friends).
6. Observe the consumer in his or her current environments.
7. Conduct behavioral/situational assessments in real work settings as needed to include collection of pertinent information (e.g., endurance, speed, need for reinforcement, response to instruction, etc.).
8. Prepare a report using the RRTC Consumer Screening Form or other instrument to summarize the results of the assessment.

Completion of consumer assessments should occur simultaneously with job development. Once a job has been identified and a job analysis form is completed, the employment specialist can review assessment information and determine which consumer in the referral pool best matches the available position. This is completed by comparing the essential aspects of the job against the strengths and needs of each consumer being considered for the position. The job analysis form helps the employment specialist identify the critical components of a job in order to assist in the matching process. It is important to remember that supported employment focuses on identifying and eliminating obstacles to employment through the consumer matching process. The following activities are important in the job placement process (Kregel & Sale, 1988; Moon, Goodall, Barcus, & Brooke, 1986):

Job Placement Competencies:

1. Select data from the consumer referral pool.
2. Analyze job/worker compatibility using Consumer Employment Screening Forms and the Job Screening Form for the identified position.
3. Select a "best match" from the consumer referral pool using the RRTC Job/Worker Compatibility Analysis Form or other appropriate forms from the supported employment program.
4. Talk to parents/caregivers, rehabilitation counselors, workshop staff, teachers, etc. regarding initial placement of the identified consumer.
5. Complete a job application and accompany the consumer to the job interview.
6. Review the effects of employment on Social Security benefits with the parents and consumer.
7. Notify the Social Security office regarding the employment date for the consumer.
8. Assist the consumer and family in obtaining the necessary items to begin work i.e. bus tickets, medical examinations, uniforms, etc.
9. Assist the employer in completing Targeted Job Tax Credit forms.
10. Identify and complete (and/or assist the rehabilitation counselor in completing) appropriate work incentives for employment.

Staff Development

The first step in designing effective staff development programs is to identify the needs of the individuals who will be receiving training. As discussed in Booklet One of this series, [insert title of first booklet], adults are more receptive to learning if they are included in the development of the training curriculum. The following page offers a sample needs assessment for developing a Consumer Assessment and Job Placement training program.

Supported Employment Needs Assessment
Component: Consumer Assessment

The following needs assessment will be used in designing the upcoming training programs in our agency. We want to make sure that the training meets your current needs in the supported employment area of consumer assessment. Please take the time to respond to each item by marking the appropriate number:

---

1. **I have considerable knowledge in this area and do not need further training.**
2. **I have some knowledge/experience in this area but need to receive additional training.**
3. **I have limited knowledge/experience in this area and need additional training as time allows.**
4. **I have minimal or no knowledge in this area and need training as soon as possible!**

---

*	Referral process to our program.	1	2	3	4
*	Release of information procedures.	1	2	3	4
*	Review of medical and psychological records.	1	2	3	4
*	Review of standardized vocational reports.	1	2	3	4
*	Review of educational/work assessments.	1	2	3	4
*	Interview techniques with families/caregivers, work supervisors, etc.	1	2	3	4
*	Interview techniques with the consumer.				
*	Consumer observation in current environments.	1	2	3	4
*	Completion of behavioral/situational assessments in real work settings.	1	2	3	4
*	Preparation of a consumer assessment report.	1	2	3	4

Supported Employment Needs Assessment Component: Job Placement

The following needs assessment will be used in designing the upcoming training programs in our agency. We want to make sure that the training meets your current needs in the supported employment area of consumer assessment. Please take the time to respond to each item by marking the appropriate number:

---

1. **I have considerable knowledge in this area and do not need further training.**
2. **I have some knowledge/experience in this area but need to receive additional training.**
3. **I have limited knowledge/experience in this area and need additional training as time allows.**
4. **I have minimal or no knowledge in this area and need training as soon as possible!**

---

*	Job/worker compatibility analysis.	1	2	3	4
*	"Best match" decisions.	1	2	3	4
*	Completion of job applications.	1	2	3	4
*	Job interview techniques.	1	2	3	4
*	Effects of employment on Social Security benefits.	1	2	3	4
*	Transportation options.	1	2	3	4
*	Completion of Targeted Job Tax Credit forms.	1	2	3	4
*	Social Security Work Incentives.	1	2	3	4
*	Employer negotiation strategies.	1	2	3	4

Sample Evaluation #1

Consumer Assessment Workshop
Post-Test

We hope you enjoyed the training session on consumer assessment for supported employment. Please take a few moments to answer the following questions on the material included in the workshop. This will be used to evaluate the training program as well as assist us in determining if you need additional training on consumer assessment. You may answer the questions on the attached paper. Feel free to provide us feedback regarding the program at the end of your answers.

1. What is the purpose of consumer assessment in supported employment?

---

2. What sources would you use to begin gathering information on a consumer for placement into a supported employment program?

---

3. What information do you think would be important to obtain from a consumer's medical records?

---

4. You have decided to conduct a situational assessment on Joe, a new consumer to your program. He is severely mentally retarded and has no work history other than sheltered employment. What would you want to learn about Joe during your assessment? What types of activities would you include and why?

---

5. This is the first interview that you are having with a new consumer's parents regarding supported employment for their daughter, Sue. What are some of the important things you would like find out about her in order to complete the consumer assessment form?

Comments regarding the training:

Sample Evaluation #2

Consumer Assessment Training Evaluation

Please take a few moments to provide us with feedback regarding the training session on consumer assessment. The information will be used to determine if additional training is needed or wanted on this topic. Use the following key for your responses. Thanks for your time!

---

1. **Since attending this workshop, I have considerable knowledge in this area and do not need further training.**
2. **I have learned some information/knowledge but feel that I need additional training in this area.**
3. **I still don't feel comfortable with this topic and need additional training as soon as possible!**

__Note__: ***If you select 2 or 3 as your answer, please explain in the comment section below that category.***

---

*	Referral process to our program. **Comments:**	1	2	3
*	Release of information procedures. **Comments:**	1	2	3
*	Review of medical & psychological records. **Comments:**	1	2	3
*	Review of standardized vocational reports. **Comments:**	1	2	3

Evaluation Sample #2: Consumer Assessment (continued)

* Review of educational/work assessments. 1 2 3
Comments:

* Interview techniques with families/caregivers, work supervisors, etc. 1 2 3
Comments:

* Interview techniques with the consumer. 1 2 3
Comments:

* Consumer observation in current environments. 1 2 3
Comments:

* Completing behavioral/situational assessments. 1 2 3
Comments:

* Preparation of a consumer assessment report. 1 2 3
Comments:

Employment Specialist Signature

Date

Date of Training

Training Activities

This section contains sample activities that have been successfully used to train employment specialists in the performance of activities related to consumer assessment and job placement. Each activity has a cover sheet that identifies the activity, goal, material needed, time required, and trainer notes. Included in this section are the following:

Consumer Assessment & Job Placement Activities

1. *"Introduction to Consumer Assessment"*
2. *"Social Security Benefits Analysis"*
3. *"Developing a Situational Assessment Schedule"*
4. *"Conducting Informal Observations"*
5. *"Addressing Parental Concerns"*
6. *"Consumer Assessment: What Do You Think Is Important?"*
7. *"Assessing Formal Records"*
8. *"Completing a Consumer Assessment"*
9. *"Data Dash"*
10. *"Job Placement Dilemmas"*
11. *"Making a Good Job Match"*

Activity: "Introduction to Consumer Assessment"

Supported Work Component: Consumer Assessment

Goal of Activity: To stimulate participants to think about the limitations of formal consumer assessments.

Materials:

- Consumer Assessment Scenario Worksheet
- Overhead or Flipchart
- Markers

Time Allotted: 10-15 minutes

Summary of Activity: This can be use as an opening or introductory activity to a lecture on consumer assessment. Pass out a worksheet to each participant. Ask them to "place" the individuals in work options based on the information provided. Give the group 5 minutes to complete the task independently and then conduct a large group discussion.

Note: The individuals outlined in the sample scenarios are all successful supported employment placements. A brief description follows of the types of positions held by these consumers. The trainer may want to provide examples that will be relevant to the participants.

JOHN was placed through a supported employment program at a local mall working 20 hours per week as a general maintenance worker. Instruction was provided by an employment specialist who trained John to independently sweep the mall, pick up trash in the parking lot, and empty the trash cans in the public areas. To date, he has worked with follow-along support for 1 year.

SUSAN was placed in a hospital cafeteria in an individual competitive employment placement. Her job duties included assisting with cleaning trays as well as restocking the dessert bar during lunch. She has been successfully earning minimum wage for 9 months.

ERIC was placed into a cluster placement supported employment placement working 20 hours per week. He was supervised by an employment specialist who also was responsible for providing supervision to 4 other workers within a mall food court. Eric earned $4.10 an hour emptying the trash cans around the mall's food court. He has held this position for 18 months.

These scenarios demonstrate the importance identifying a person's strength's and the matching of these skills to community jobs. It is critical not to focus on weaknesses, since this may limit the individuals work choices.

CONSUMER ASSESSMENT SCENARIOS

1. John is a 22 year old male with a diagnosis of down's syndrome. He has significant speech articulation difficulty and is usually unintelligible. The psychologist reported on his formal assessment that John was a pleasant worker but had extreme difficulty changing from one talk to another. His estimated IQ was 32. The basal age on the Stanford Binet achieved was at the four year level.

The summary from his vocational evaluation read as follows:

John was tested in both food service and janitorial skills. His performance in both areas were very poor; has difficulty sweeping, mopping, stacking dishes, sorting silverware, etc.. Often has difficulty following a one-step direction, judgement skills are poor.

Where would you place John?

Activity Center **Sheltered Workshop** **Supported Employment**

WHY? ____

____

2. Susan is a 20 year old female with a diagnosis of moderate mental retardation. Her IQ is 35 as indicated by a psychological completed in 1988. The evaluator indicated that Susan spoke in short sentences but was unclear. She attended well to task but often needed encouragement to attempt difficult items. Throughout the evaluation she displayed rocking movements. She also occasionally engaged in inappropriate laughter. Susan seemed ill at ease and made little eye contact. She was also very slow to respond and initial interactions were minimal. susan could best benefit from a warm, supportive environment.

Where would you place Susan?

Activity Center **Sheltered Workshop** **Supported Employment**

WHY? ____

____

CONSUMER ASSESSMENT SCENARIOS

3. Eric is a 23 year old male with a diagnosis of severe mental retardation. He recently received an IQ score of 27 on his formal psychological evaluation. He is verbal but most of his speech is ecolalic. When tested by the psychologist he displayed non-compliant and aggressive behavior. He also had a very short attention span of less than three minutes. Eric seemed to enjoy taking items apart and tearing test materials. The psychologist felt that he would need 24 hour supervision.

Where would you place Eric?

Activity Center **Sheltered Workshop** **Supported Employment**

WHY? ____

____

Activity: "Social Security Benefits Analysis"

Supported Work component: Consumer Assessment

Goal of Activity: The employment specialist will be able to use the social security benefits analysis form to determine the monthly income of a consumer receiving SSI payments after he/she goes to work.

Materials:

- Social Security Benefits Analysis Worksheets
- Case Studies
- Pens/Pencils
- Flipchart or Overhead
- Calculators (optional)

Time Allotted: 15-20 minutes

Summary of Activity: This activity could be completed individually or in small groups of 2-3 individuals. Review the Social Security Benefits Analysis Worksheet with the participant(s). Pass out the two case studies, blank forms, and calculators allowing 10-15 minutes for task completion. Discuss the answers to the case studies and how these forms may be useful when talking with parents about social security benefits.

CASE STUDY #1:

Mr. and Mrs. Jones are concerned about their daughter starting work during the next week. They feel that she will no longer receive a Social Security check and that she would not be eligible for health benefits. You know that Sue will be working 20 hours per week at a local hotel polishing silverware for $4.10 per hour. She will also need to take the city's public handicapped transportation system which will cost $3.50 per day. Her parents are asking you if it is worth it for their daughter to go to work. They are currently receiving $368 per month in SSI benefits. What will you tell them? (Sue does not receive any other unearned income.)

CASE STUDY #2

Michael will be working thirty hours per week cleaning the doors and windows at a local mall making $3.65 per hour. His mother has asked you to explain to her how this will affect his SSI checks. Currently she is receiving $395 per month in SSI benefits. Use the worksheet to show her his new total monthly income. Michael does not get any other unearned income, and his dad is going to drive him to and from work.

Social Security Benefits Analysis

To arrive at your ***new SSI payment*** resulting from going to work, as well as your ***new total*** monthly income, add in your figures where indicated.

$ ________ amount of your predicted ***gross*** monthly wages.

- 85.00 exclusion.(or $65.00 if you receive any other unearned income such as VA Benefits or SSDI.)

- ________ individual work related expenses (IWRE)

$ ________ remainder

ONE-HALF of this remainder above is

$ ________ This is how much your usual **SSI** check will be reduced.

(Keep in mind that this change will show-up in check form about 2 months after you report earnings.)

NOW...

$ ________ amount of **CURRENT** (usual) **SSI** check

- ________ subtract reduction of check (from above)

$ ________ This is your **NEW SSI PAYMENT** amount after going to work.

To figure your **TOTAL NEW** monthly income...

$ ________ your new **SSI** payment amount (from above)

+ ________ your monthly income from work

$ ________ **NEW TOTAL INCOME!**

(Adapted from PEATC, 1986)

Social Security Benefits Analysis

Sue's Case Study Example

To arrive at your ***new SSI payment*** resulting from going to work, as well as your ***new total*** monthly income, add in your figures where indicated.

$ 328.00 amount of your predicted ***gross*** monthly wages.

- 85.00 exclusion.(or $65.00 if you receive any other unearned income such as VA Benefits or SSDI.)

- 70.00 individual work related expenses (IWRE)
(Transportation expense: 5 days a week/4 weeks per month)

$ 173.00 remainder

ONE-HALF of this remainder above is

$ 86.50 This is how much your usual **SSI** check will be reduced.

(Keep in mind that this change will show-up in check form about 2 months after you report earnings.)

NOW...

$ 368.00 amount of **CURRENT** (usual) **SSI** check

- 86.50 subtract reduction of check (from above)

$ 281.50 This is your **NEW SSI PAYMENT** amount after going to work.

To figure your **TOTAL NEW** monthly income...

$ 281.50 your new **SSI** payment amount (from above)

+ 328.00 your monthly income from work

$ 609.50 **NEW TOTAL INCOME!**

(Adapted from PEATC, 1986)

Social Security Benefits Analysis

Michael's Case Study Example

To arrive at your ***new SSI payment*** resulting from going to work, as well as your ***new total*** monthly income, add in your figures where indicated.

$ 438.00 amount of your predicted ***gross*** monthly wages.

- 85.00 exclusion.(or $65.00 if you receive any other unearned income such as VA Benefits or SSDI.)

- _______ individual work related expenses (IWRE)

$ 353.00 remainder

ONE-HALF of this remainder above is

$ 176.50 This is how much your usual SSI check will be reduced.

(Keep in mind that this change will show-up in check form about 2 months after you report earnings.)

NOW...

$ 395.00 amount of **CURRENT** (usual) SSI check

- 176.50 subtract reduction of check (from above)

$ 218.50 This is your **NEW SSI PAYMENT** amount after going to work.

To figure your **TOTAL NEW** monthly income...

$ 218.50 your new **SSI** payment amount (from above)

+ 438.00 your monthly income from work

$ 656.50 **NEW TOTAL INCOME!**

(Adapted from PEATC, 1986)

Activity: "Developing a Situational Assessment Schedule"

Supported Work Component: Consumer Assessment

Goal of Activity: The goal of this activity is to discuss the important issues in designing a situational assessment strategy as well as setting up situational sites.

Materials:
- Overheads on Developing Situational Assessments
- Overhead or Flipchart and Markers
- Situational Assessment Scenario
- Schedule Worksheets

Time Allotted: 30 minutes

Summary of Activity: This activity was designed for small group participation after a discussion on the importance of using situational/behavioral assessments in supported employment. Divide the large group into teams of 2-3 individuals for a 20 minute working session. Ask each team to design a situational assessment schedule based on the information provided in the case study. The trainer may select to use the one provided or design one that better suits the needs of the participants. End the activity with a large group discussion dealing with the logistical problems that the employment specialists anticipate in setting up this type of activity.

Note: This activity is recommended for at least two participants. If only one person is receiving training, it is suggested that the trainer identify an alternative activity. A sample schedule using the case study follows:

SAMPLE SITUATIONAL ASSESSMENT SCHEDULE

Consumers	Trainers	Department	Supervisors
Dick Battle	Valerie Smith	Housekeeping Dept.	Mr. William Johns
Elizabeth Johnson	Katherine Barton	Laundry Dept.	Mrs. Sue Billings
Susan Bell		Dietary Dept.	Ms. Barbara Carns
Charles Fury			
Ginger Kiser			

Time & Department	Monday Sept. 2	Tuesday Sept. 3	Wednesday Sept. 4	Thursday Sept. 5	Friday Sept. 6
8:00 to 12:00 Housekeeping	Dick Katherine	Ginger Katherine	Susan Valerie	Charles Valerie	Elizabeth Katherine
8:00 to 12:00 Laundry	Ginger Valerie	Dick Valerie	Charles Katherine	Elizabeth Katherine	Susan Valerie
1:00 to 5:00 Dietary	Susan Katherine	Charles Valerie	Elizabeth Valerie	Dick Valerie	Ginger Katherine

Developing a Situational Assessment Schedule
A Case Study Activity

You have made arrangements with the local hospital to conduct situational assessments during the course of a one week period. The personnel department has agreed to allow two employment specialists and four individuals who have severe disabilities to work in the laundry, kitchen, and housekeeping departments for four hour blocks of time, Monday-Friday. The first time period is from 8:00 a.m. to noon and the second is 1:00 p.m. to 5:00 p.m..

You are the employment specialist in charge of developing the assessment schedule and presenting it to the personnel director. Be sure that you consider the following assessment issues when you develop your schedule:

1. **Each consumer should have the opportunity to work with each employment specialist.**
2. **Each consumer should have the opportunity to work in each of the assessment sites across the week period.**
3. **Each consumer should work at least one shift in the morning and the afternoon.**
4. **Each consumer should have the opportunity to have at least one scheduled lunch period in the hospital cafeteria.**

Description of Consumers:

1. **Dick Battle** is 18 years old with a diagnosis of severe mental retardation. He has Down's Syndrome and a congenital heart defect that requires that he rest on a regular basis.

2. **Elizabeth Johnson** is 21 years old with a diagnosis of severe mental retardation. She has a seizure disorder that is controlled by medication.

3. **Susan Bell** is 19 years old and is also severely retarded. She has a secondary diagnosis of cerebral palsy which makes it difficult for her to walk as well as use her right hand.

4. **Charles Fury** is 18 years old and has a diagnosis of autism and severe mental retardation. He has a history of making loud noises that disrupt his school classroom.

5. **Ginger Kiser** is 22 with a diagnoses of cerebral palsy, seizure disorder, and severe mental retardation. She is able to walk with the assistance of a walker and has full use of both arms and hands. Her balance is fair if she has adequate space for mobility.

CONSUMER ASSESSMENT SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 TO NOON					
LUNCH					
1:00 TO 5:00					

Note: Remember to include the following:

1. Name of Consumer
2. Location of Assessment
3. Name of Employment Specialist Conducting the Assessment

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Activity: "Conducting Informal Observations"

Supported Employment Component: Consumer Assessment

Goal of Activity: The employment specialist will be able to identify skills that can be assessed using informal observations for supported employment placement.

Materials:

- Observation Worksheets
- Overhead or Flipchart
- Overhead of Worksheet or Outline on Flipchart
- Markers

Time Allotted: 20-30 minutes

Summary of Activity: Sample case study scenarios are provided as a guide for this activity. The trainer should develop examples based on the characteristics of the consumers served by the participants. The training format may be structured for individual training sessions, small groups of 2-4 participants, or large groups up to 25.

Individual Training Session: Begin by discussing the benefits of using informal assessments in supported employment. Also identify why an employment specialist may or may not need to use this strategy when assessing an individual. Provide the new employee with the observational worksheets and ask him or her to identify information that could be obtained during the informal assessment. The trainer should use his/her judgement in the completion of the worksheets. Some individuals may benefit from discussing the situations informally while others may obtain more information by writing on the form.

Small or Large Group Format: Pass out the observational worksheets and allow the participants to review the information. Divide the large group into small groups of 2-3 individuals for a 15-20 minute problem solving session. If time is limited, the trainer may choose to assign a different scenario to each group for completion. Otherwise, the participants can discuss all scenarios in a small group format. After everyone has completed the assignment, conduct a large group discussion using a flipchart or overhead to record skills that can be identified during informal observations.

This activity could also be designed for use in only a large group format. For instance, the trainer should allow the participants time to review/read the scenarios provided. The flipchart could then be used to summarize the information generated by the group. In addition to responding to the situations, the trainer should ask the participants to share experiences of using informal observations for assessment purposes.

Note: The trainer may also set up field-work experiences for the trainees in which they have to informally observe consumers and identify information that can be obtained through informal observations.

Consumer Observation Worksheet

Scenario #1: *You are an employment specialist who is interested in informally assessing an individual for supported employment. As part of the assessment process, you have decided to conduct several behavioral observations to determine the individual's skill level. You already know that Sam is 25 years old with a traumatic brain injury. When he comes to your office for his initial interview, you ask him to walk to the convenience store four blocks away and buy two cups of coffee and a snack of his choice. He will have to cross several side streets with minimal traffic and a two way street with a stop light. You have given him a $5.00 bill to spend.*

Develop a list of skills that you can assess during your observation of Sam. Write a brief explanation for each skill you select.

1.

2.

3.

4.

5.

6.

7.

8.

Consumer Observation Worksheet

Scenario #2: *You are the employment specialist who is interested in informally assessing Jane for supported employment. She is 32 years old with a diagnosis of chronic mental illness. As part of the assessment process, you have decided to observe her taking the bus from her home to a local cafeteria. You have given the consumer written directions, instructions regarding the bus route, and $6.00 to spend for lunch.*

Develop a list of skills that you can assess during your observation of Jane. Write a brief explanation for each skill you select.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

6. ____

____

7. ____

____

8. ____

____

Consumer Observation Worksheet

Scenario #3: *You are the employment specialist interested in informally assessing Mark for supported employment. He is 22 years old with a diagnosis of severe mental retardation and a seizure disorder. You have asked the parents if you may observe Mark during their weekly family outing at the local bowling ally. They have agreed for you to observe without telling Mark of your presence.*

Develop a list of skills that you can assess during your observation of Mark. Write a brief explanation for each skill you select.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

6. ______________________________

____

7. ______________________________

____

8. ______________________________

____

Activity: "Addressing Parental Concerns"

Supported Employment Component: Consumer Assessment

Goal of Activity: The employment specialist(s) will demonstrate an understanding of parental concerns by discussing various issues related to employment for an individual with a severe disability.

Materials:

- Activity Worksheets
- Pens/Pencils
- Flipchart or Overhead Projector

Time Allotted: 20-30 minutes

Summary of Activity: This activity should follow a lecture/discussion on parental concerns related to employment. Participants are provided with case studies and asked to answer typical parental questions about supported employment. Three generic case studies are provided as guides, but the trainer may want to generate examples that are representative of those faced by the supported employment personnel in the training session.

Individual Training Session: Begin by discussing typical concerns expressed by parents who are considering supported employment as a program option for their sons/daughters. Provide several case studies for the trainee to review and allow him/her to write down answers for each situation. Discuss the situations and appropriate solutions to the issues raised.

Small or Large Group Format: Pass out the case study worksheets allowing several minutes for the participants to review the situations. Divide the large group into small groups of 2-3 individuals for 10-15 minutes of problem solving. While the groups are working, move about the room and provide input and individual attention. End the activity with a large group discussion using the flipchart or overhead to write down participant comments.

If the training session is comprised of fewer than 10 individuals, the trainer may choose to conduct a large group discussion only. Allow the participants to review/read the case studies individually. Use a flipchart to summarize the solutions generated by the group. Ask for additional examples of questions that the participants have been asked. Assist them in brainstorming answers to these questions.

Addressing Parental Concerns

Review the following case study and answer the parents' questions regarding their son's working in supported employment.

Case Study #1

Jerry is twenty-five years old and being considered for a job at a local paint store. Since he graduated two years ago from a special education program, Jerry has been spending six hours a day at a sheltered workshop. Jerry has multiple disabilities, which include cerebral palsy, moderate mental retardation, and a seizure disorder. His seizures are controlled by medication, but he does have an average of 1-2 seizures per month. Jerry is able to walk with a slow unsteady gait, and he attends physical therapy sessions to work on his balance and motor coordination. At home Jerry likes working outside, especially washing the car. He often works with his dad on home improvement projects acting as an assistant to hold and carry items.

The job at the paint store requires stocking shelves, sweeping and mopping floors, and helping customers with their packages. The employment specialist has analyzed the job and determined that with minor modifications and systematic instruction, Jerry can complete the job. When he visits the parents, the Smiths do not share his excitement about the job. Instead they are filled with questions and concerns.

How would you answer the following questions?

1. ***What will happen if Jerry has a seizure while he is working?***

2. ***We are afraid for Jerry to use public transportation. What if he gets lost?***

(Case Study #1 Continued: "Addressing Parental Concerns")

3. *Will the other workers at the store make fun of him?*

4. *You know Jerry can't read. How will he ever stock the paint shelves?*

5. *We hate to see him leave the sheltered workshop. Jerry has so many friends there.*

"Addressing Parental Concerns"

Case Study #2

Jean is twenty-one years old and in her last year of high school. She is severely mentally retarded with a measured IQ of 25. She also has mild cerebral palsy which is evident in a slow gait and difficulty using her hands for fine motor tasks. Her teacher reports that she has minimal endurance for performing activities and often gets tired after one hour of work. In addition, Jean is reported to be very immature socially and laughs and chatters almost constantly.

The employment specialist responsible for school to work transition has identified a fob for Jean that consists of folding towels at a local hotel for 20 hours per week. The environment is a very friendly one with mostly older women as coworkers. The supervisor has worked with one other individual who was mentally retarded at a different location 5 years ago and reports a favorable experience.

When approached, Jean's mother is very skeptical. She always has thought that her daughter would be in an activity center upon graduation.

Answer the following questions for the mother.

1. ***How can Jean work in the community? She is very immature socially.***

2. ***I'm not sure I want her working around men. It would be easy for them to take advantage of her.***

3. ***How can she work for 20 hours per week. She gets tired if I ask her to do the dishes after dinner!***

"Addressing Parental Concerns"

Case Study #3

Susan is 31 years old and has a traumatic brain injury and quadriplegia due to an automobile accident at age 21. She lives with her elderly mother who takes care of all her daily living needs except for occasional assistance from Susan's adult sister. The mother is very over-protective and does not allow Susan to go anywhere without her.

Susan graduated from high school and worked as a typist for 2 years prior to her accident. Although she now has a problem with her short term memory, Susan can still use the telephone and type short messages using a hand splint. She has been referred to your program by the Department of Rehabilitation for supported employment services. The counselor states that Susan is socially immature, acts like a teen-age girl around men, and is very dependent on her mother for many activities. For instance, although Susan can feed herself with an adapted spoon and hand cuff, her mother will often do this for her.

You have identified a 20 hour a week job for Susan at Domino's Pizza Order Center answering the phone and recording the customer's order. You know that she will be able to do the work independently with several job modifications and travel training to the site.

Answer the following questions for her mother.

1. ***What will Susan do during mealtimes? I always cut her food up into bite size portions and feed her. I'm afraid that she might choke if she eats by herself.***

2. ***You know Susan has real trouble with her memory. Suppose she gets on the bus and forgets where she is going?***

3. ***Susan always goes with me on Friday mornings to my bridge club meeting. Can you arrange for her work schedule so she can still have Fridays free?***

Activity: "Consumer Assessment: What do you think is important?"

Supported Work Component: Consumer Assessment

Goal of Activity: The goal of this activity is to stimulate discussion on the important aspects of consumer assessment. Specifically, employment specialists are encouraged to focus on functional aspects of assessment for supported employment programming.

Materials:

- Activity Scenarios
- Worksheet
- Overhead or Flipchart
- Overhead of Worksheet/Outline on Flipchart
- Markers

Time Allotted: 20 - 30 minutes

Summary of Activity: Two sample consumer scenarios are provided in this activity to include one individual with severe mental retardation and another with a traumatic brain injury. Feel free to modify these case studies based on the consumer characteristics of the program receiving training. The format of the activity can be structured for individual training sessions, small groups of 2-4 participants or large groups. It is recommended for at least a small group format, since group discussion is the real focus.

Individual Training Session: Begin by discussing the importance of functional assessment for supported employment programming. Provide the worksheets and ask the trainee to identify the consumer characteristics that would be the most important to identify for job placement. Review the exercise and discuss what the employment specialist has identified.

Small or Large Group Format: Pass out the activity scenarios and work sheets allowing several minutes for the participants to review the information. Divide the large group into small teams of 2-3 trainees for a 10 minute brainstorming session. While the groups are working, move about the room answering questions, providing input, and giving individual attention. End the activity with a large group discussion using the flipchart or overhead to record the 10 items selected as the primary consumer assessment information.

If the training session is comprised of fewer than 10 individuals, the trainer may choose to conduct a large group discussion only. Allow the participants time to review/read the formal records. Use the flipchart or overhead to summarize the information generated by the group.

Consumer Assessment Activity
What do you think is important?

You are serving on the supported employment assessment team at your facility. This team is responsible for compiling information to give to the job developer on each of the consumers to be placed into supported employment. Today your group is discussing Sally, a new supported employment referral. The following information has been collected, and you must decide what is given to the job developer. You may only select 10 of the 15 items. ***What do you think is most important?***

1. Sally has an IQ of 37.

---

2. Her mother is extremely supportive and will do anything she can to ensure Sally's success. (The father is absent and is not available for support.)

---

3. Two months age, Sally had a severe tantrum while in the mall with a group of her peers. She threw her lunch at the workshop supervisor and refused to get up off the floor. Her mother had to be called to come pick her up. This has not happened again.

---

4. Sally responds very well to reinforcement. She particularly likes make-up, hair care products, and beauty magazines.

---

5. Sally lives on the bus line which has a regular daily schedule by her house, Monday through Friday. Saturday and Sunday's schedule has irregular hours.

---

6. Sally has learned to ride the bus to her grandmother's house.

---

7. These are Sally's scores on the Peabody Picture Vocabulary Test:

Reading Grade Recognition:	1.3
Reading Comprehension:	1.8
Spelling Grade:	1.1

Pg. 2: "What do you think is important?" (Sally's Assessment)

8. This was the information from her work performance test:

Pennsylvania Bi-Manual Work Sample:	Assembly - Below 2nd percentile Disassemble - Below 1st percentile
Minnesota Spatial Relations Test:	Rank 0 - 9
McDonald Vocational Capacity Scale:	Motivation - 4th quartile Rating: Sheltered Workshop
Hardware Sorting Work Sample:	Rating - Average

9. Sally has been employed at the sheltered workshop for 2 years. She has never missed a day of work and always comes in with a smile on her face.

10. Sally does not have any community based training experience and is not able to indicate what activities she might like to try.

11. Sally has regularly assigned chores to complete at home. Every Saturday she helps her mom with the laundry, changes the sheets on her bed, and cleans her bathroom. Mom reports that Sally needs some help remembering to complete all of the assigned chores but does so willingly.

12. A formal report in Sally's record states that she often has trouble with male authority figures. When in school, she always stayed away from the principal and now that she is at the sheltered workshop, she avoids the workshop director. Sally was brought up in a home that consisted primarily of female role models.

13. Sally can not tell time.

14. Sally can recognize simple word signs, i.e. bathroom, exit, stop, etc. Otherwise, she can not read or write.

15. Sally's mother does not want her to work on week-ends.

Consumer Assessment Activity

What do you think is important?

You are serving on the supported employment assessment team for individuals with traumatic brain injury. This team is responsible for compiling information to give to the job developer on each of the consumers to be placed into supported employment. Today your group is discussing Kim, a new supported employment referral. The following information has been collected, and you must decide what data will be given to the job developer. You may only select 10 of the 15 items. ***What do you think is most important?***

1. Kim was in a coma for 12 days after her accident.

---

2. Her mother is extremely supportive and will do anything she can to ensure Kim's success. (Kim's father has been deceased, since she was 5 years old.)

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3. Two months ago, Kim had a severe outburst while shopping with her cousin, Jane, at the mall. She pushed Jane into a wall and was verbally abusive. Kim's mother had to be called to come pick her up.

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4. Kim appears to respond well to verbal reinforcement, however if she perceives it as condescending she gets upset.

---

5. Kim lives on the bus line which has a regular daily schedule by her house, Monday through Friday. Saturday and Sunday's schedule has irregular hours.

---

6. Kim has learned to ride the bus to the grocery store.

---

7. These are Kim's scores on the Adult Basic Learning Exam, Level III.

Arithmetic/Problem Solving:	Grade equivalent: 7.8
Reading Comprehension:	Grade equivalent: 5.6
Spelling Grade:	Grade equivalent: 5.4

Pg. 2: "What do you think is important?" (Kim's Assessment)

8. These are some of Kim's results based on the neuropsychological testing:

WRAT - R (spelling): Defective range (6th%)
WRAT - R (arithmetic): Low to average range (11th - 25th%)
REY Auditory Verbal Learning Test: Borderline defective range (6th - 10th%)

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9. Kim has worked at a sheltered workshop for the past year. Although she has never missed a day of work, she is often tardy and reportedly hates being around other "crazy" people.

---

10. Kim says she will work anywhere that will pay her at least $6.50 per hour with no week-end work.

---

11. This was information from Kim's work performance test:

JEVS number filing:
Speed: unsatisfactory
Quality: unsatisfactory

JEVS #1 Nut, Bolt, Washer Assembly:
Speed: unsatisfactory
Quality: unsatisfactory

VALPAR #8, Simulated Assembly:
1st Attempt: MTM percentile score: 45
2nd Attempt: MTM percentile score: 45
3rd Attempt: MTM percentile score: 20

---

12. A formal report in Kim's medical records states that since her injury Kim has had trouble with male authority figures including her physician. At the sheltered workshop, she often avoids the workshop director and male peers. Kim lives in a home that consists primarily of female role models.

---

13. Kim can recognize word signs i.e. bathroom, exit, stop, etc. but gets very disoriented in a large setting.

---

14. Kim's mother does not want her to work on week-ends and is concerned about her losing Social Security Disability checks.

---

15. Kim helps out with the chores at home on a regular basis. Every Saturday she does the laundry, changes the sheets on her bed, and cleans her bathroom. Mom reports that Kim needs some help getting started and remembering to complete all of the assigned chores.

Thanks go to Debbie Inlow Stallard for helping with this activity.

Consumer Assessment Activity
What do you think is important?

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

Activity: "Assessing Formal Records"

Supported Work Component: Consumer Assessment

Goal of Activity: The goal of this activity is to discuss the advantages and limitations of using formal assessments for supported employment programs.

Materials:

- Assessment Worksheets
- Formal Assessment Data
- Overhead or Flipchart
- Overhead of Worksheet/Outline on Flipchart
- Markers

Time Allotted: 20-30 minutes

Summary of Activity: You may use the formal records provided in this activity or select data that is representative of the consumers served by your program.
The training format may be structured for individual training sessions, small groups of 2-4 participants or large groups.

Individual Training Session: Begin by discussing the pros and cons of formal assessments with the new employee. Provide the worksheets and ask the employment specialist to identify information that would be helpful for assessing an individual for supported employment as well as the limitations of using formal records. Review the exercise and discuss what the employment specialist has identified.

Small or Large Group Format: Pass out the formal record case study and work sheets allowing several minutes for the participants to review the information. Divide the large group into small groups of 2-3 individuals for a 15 minute problem solving session. While the groups are working, move about the room answering questions, providing input, and giving individual attention. End the activity with a large group discussion using the flipchart or overhead to record the useful assessment information identified in the formal records. Also record the additional information needed to complete a supported employment assessment.

If the training session is comprised of fewer than 10 individuals, the trainer may choose to conduct a large group discussion only. Allow the participants time to review/read the formal records. Use a flipchart to summarize the information generated by the group. Ask for examples of information that were not provided by the formal records but would be helpful in completing a consumer assessment for supported employment.

Important Items to Include in the Discussion:

1. Consumer assessment should provide identification of individual training needs and not just measurement of prior learning. Evaluations that focus on prior learning highlight the limitations of an individual not his/her strengths.

2. Assessment should facilitate a job match between the person and the community. Supported employment should be a "zero reject model."

3. Formal assessments are prediction oriented and therefore may not be appropriate for use in supported employment programs. There is no evidence that scores on the formal tests are related to success in employment.

4. Assessment should include a combination of strategies to include review of formal records, interviews with the family and consumer, informal and formal observations, and situational assessments.

5. Supported employment assessment facilitates a plan of action for employment. It should identify the training and service needs of the consumer, and should be community referenced towards instructional decision making.

NOTE:

If the formal records included in this manual are used, the trainer may want to discuss the emphasis on the individual's weaknesses rather than strengths. The psychological report does not really provide any information that would be helpful to use in a work setting. The report from the speech pathologist reflects a non-functional training approach, but does indicate that this individual can learn when provided instruction. It is also of value to note that the vocational report states that Tom is very motivated and can perform repetitive tasks. In general, these reports may provide some initial information that should be supplemented by observation. What is the extent of his cerebral palsy? How does he communicate with people in his environment that he is familiar with and those he does not know?

In fact, Tom was placed into a supported employment position at an university cafeteria as a bus person. He is well liked by the students and has been a responsible employee for over 5 years. Although he is deaf and has receptive aphasia, he is able to successfully interact within his work environment. If the employment specialist had attended only to his formal records, it is unlikely that Tom would be employed today.

CONFIDENTIAL
REPORT OF PSYCHOLOGICAL EXAMINATION

Name: Tom Smith

Date of Birth: 12-11-65

School: Cerebral Plasy

Date of Examination: 4-1-90

Grade: Special Education

Sex: Male

Examiner: Michael Jones

REASON FOR REFERRAL: Psychological evaluation to determine feasibility for vocational programming.

TESTS USED:

PEABODY INDIVIDUAL ACHIEVEMENT TEST

Reading Grade Recognition:	1.3
Reading Comprehension:	1.8
Spelling Grade:	1.1
General Information:	0
Arithmetic Grade:	0
TOTAL:	0.5

PEABODY PICTURE VOCABULARY TEST

SUMMARY AND RECOMMENDATIONS:

Tom is pleasant, smiling, agreeable young man with cerebral palsy. According to the medical report, there is no paralysis or athetosis, gait is slow due to atrophy, and there is evidence of receptive and expressive aphasia.

Current testing was necessarily limited owing to Tom's severe disability. Comprehension is very poor, and he does not understand the simplest instructions; for the most part, he simply repeats a single word, sometimes followed by verbal perseveration. He is able to write his name legibly, but was unsuccessful in writing the date when instructed to do so.

He correctly identified the day as Thursday, but could not name the following day, nor recite the days of the week. He did not know the month, nor was he able to recite the months in order. When shown several coins, he was able to identify the penny and dime, but referred to the quarter as "twenty cents." He had no conception of their relative value. He was unable to read digits, and counted correctly only up to nine. He seemed to have no clear distinction between right and left, but was able to identify parts of his body such as eyes, nose, ears, etc. He carried out simple instructions such as: "pick up the pencil, give me the paper, etc." When instructed: "Give me the ash tray on that table over there," Tom looked confused, and brought the stapler instead. He knew his basic colors, but had no comprehension of positions such as up, down, etc., except in a concrete sense: "Stand up; sit down."

Tom was administered Forms A and B of the Peabody Picture Vocabulary Test, yielding identical results, indicating a mental age of two years, one month. There are no IQ norms at this level, but it is estimated that his IQ is below 25.

On the PIAT, Tom performed very poorly, achieving a total test grade of 0.5 indicating a kindergarten level of achievement.

Visual motor functions, while showing some developmental lag, are not grossly impaired, indicating relatively intact gross motor functions. However, conceptual abilities and verbal development are severely impaired. This pattern suggests primary involvement of the left cerebral hemisphere.

In summary, Tom is a young man with CP reflected chiefly in aphasia. His ability to learn is severely impaired, and he is functioning in the severe range of mental retardation. While there is no gross visual motor impairment, he is not capable of learning employable skills other than those found within a sheltered workshop setting.

Michael Jones
Psychologist
Vocational Rehabilitation

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CONFIDENTIAL
VOCATIONAL EVALUATION REPORT

Regarding: Tom Smith
Counselor: Wayne Bates
Address: 41 Main Street
Richmond, VA 23284
Telephone: 321-5432

Social Security Number: 223-95-3489
School: Cerebral Palsy Center
Grade: Special Education
Age: 21, *DOB:* 12-11-69
Date of Evaluation: 12-9-90

REASON FOR REFERRAL:

Tom was originally referred for vocational rehabilitation services on 2-5-90 by Mrs. Roberts, Head Teacher, Cerebral Palsy Center. The disability reported as being Cerebral Palsy, and Tom was referred in the hope that he might partake of vocational rehabilitation services in order to prepare him for employment. This young man is severely disabled due to his disability and associated brain damage with minimal physical involvement and maximum intellectual dysfunction. Speech is virtually nonexistent, and he does not have a functional communication system. Tom was referred for vocational evaluation in order to assess his vocational potential and to receive recommendations regarding possible vocational training and placement. A recent medical examination cites cerebral palsy and expressive aphasia. There is recommendation for further medical examination although specific treatment has not been suggested. during the course of this evaluation this young man performed the following procedures:

1. General Aptitude Test Battery, Part 8
2. Pennsylvania Bi-Manual Work Sample
3. Minnesota Spatial Relations Test
4. McDonald Vocational Capacity Scale
5. Hardware Sorting Work Sample

VOCATIONAL ASSETS:

Although Tom is pleasant, cooperative, and smiling young man no significant vocational attributes were discernable during the course of this evaluation. Every attempt was made to discover what, if any, employable skills are present or can be developed. Tom's problem is that he is severely disabled in that he has both cerebral palsy and significant retardation far below the trainable level. He was too limited to perform the General Aptitude Test Battery and normative data is not available to produce a valid IQ score. According to the school psychologist, Tom as an estimated IQ within the severe range. Contrary to what has been said previously, testing would indicate a high degree of motivation and an average degree of ability in performing routine, manipulative, and sorting tasks. Tom, therefore, has some vocational assets which may be developed at least within a sheltered workshop setting. Initially, he is cooperative, motivated, and is able to perform routine activities of a non-complicated nature. He further can follow simple directions when they are specific and when prior demonstration has occurred.

VOCATIONAL OBSTACLES:

Significant vocational obstacles are facing this young man at the present time due to his condition of cerebral palsy and severe mental retardation. He is functioning basically at the kindergarten or first grade level, possesses limited speech, and is perhaps functioning at or above his potential.

VOCATIONAL RECOMMENDATIONS:

Due to the severe nature of this young man's disability he is not considered to be a potential candidate for vocational training and subsequent job placement. There is the possibility, however, that he could profit significantly from placement within a sheltered workshop setting and if the counselor and family concur, this should be attempted at the earliest possible date. The main question seems to be whether this client will ever, in fact, become employable and acquire self-sufficiency. Programs such as goodwill are likely possibilities for placement on a trial basis in order to determine whether Tom has any more potential than has been presently uncovered. This young man certainly presents a great challenge to his counselor and the resources of the Department of Vocational Rehabilitation. There are some definite strengths and the question remains as to whether these strengths can be pursued in order to facilitate Tom's preparation for employment. Competitive employment, at this point, seems out of the question although attempts should be made to help this client in every conceivable way.

GENERAL APTITUDE TEST BATTERY

Peabody Picture Vocabulary Test:	Estimated IQ - 15-20
Peabody Individual Achievement Test:	Reading Recognition - 1.3 Reading Comprehension - 1.8 Arithmetic - 0

WORK PERFORMANCE

Pennsylvania Bi-Manual Work Sample:	Assembly - Below 2nd Percentile Disassemble - Below 1st Percentile
Minnesota Spatial Relations Test:	Rank - 0-9
McDonald Vocational Capacity Scale:	Motivation - 4th Quartile Rating Category - Sheltered Workshop
Hardware Sorting Work Sample:	Rating - Average

EVALUATION RECOMMENDATION: Sheltered Workshop

SPEECH-LANGUAGE PATHOLOGY PROGRESS REPORT

Regarding: Tom Smith
School: Cerebral Palsy Center
Address: 41 Main Street
Richmond, VA 23284
Telephone: 321-5432

Social Security Number: 223-95-3489
Speech Pathologist: Carole Brown
Grade: Special Education
Age: 21, *DOB:* 12-11-69

Tom has continued in a speech treatment program and has shown improvement in his knowledge of concepts and his use of language. His attendance has been regular, and he consistently works hard in treatment sessions.

GOALS-RESULTS

1. To increase Tom's receptive and expressive vocabulary: Pictures of foods from the Peabody Kit were used to teach the names and signs of various foods. Tom mastered recognition of all food pictures presented to him. Subsequently, pictures of common objects and objects around the treatment room have been presented. Tom has successfully named some of the objects and/or pictures, but he needs several repetitions to learn the names of unknown objects. After he has mastered object names, especially with foods, Tom does carry over use of these skills into his conversational speech.

2. To increase Tom's expressive language skills: Various language skills have been worked on during this period. Tom can correctly answer "What is the noun doing?" in response to pictures, provided he knows the vocabulary (e.g. the verb depicted).

   Comprehension of simple wh-questions has also been initiated. Tom has exhibited increased ability to answer what, where, and who questions, although he still confuses them. Questions have been limited to situations within Tom's environment. Additionally, Tom is encouraged to use complete sentences in his conversational speech, which he responds to when cues and/or models are given by the clinician.

3. To increase knowledge of concepts: Tom has shown increased ability to understand simple concepts, primarily dealing with spatial relationships. We have worked on the following concepts:

   on/off
   inside
   away from
   between

During work on concepts, "where" questions have also been incorporated, and Tom continues to show improvement of comprehension of concepts and where questions related to these concepts.

CLINICAL IMPRESSIONS:

Tom continues to show improvement in his language skills, although he still exhibits a severe language delay. His progress is slow but consistent and continued treatment is recommended.

Carole Brown
Speech Pathologist

INFORMATION FOUND IN THE FORMAL RECORDS:

Activity: **"Assessing Formal Records"**

QUESTIONS THAT I STILL NEED ANSWERED:

Activity: **"Assessing Formal Records"**

Activity: "Completing a Consumer Assessment"

Supported Work Component: Consumer Assessment

Goal of Activity: The employment specialist will be able to complete a RRTC consumer screening form using information obtained from situational assessments/observations, formal records, and interviews.

Materials:
- Situational Assessment Data
- Formal Records
- Interview Data
- Blank Consumer Screening Forms
- Pens/Pencils

Time Allotted: 30-45 minutes

Summary of Activity: You may use the consumer assessment data provided in this activity or use information that is representative of the consumers served by your program. If time permits during the training session, it may be very effective to have the participants observe a consumer as well as complete a short situational assessment. After conducting the field work, participants could discuss the individual and complete the consumer screening form.

Another alternative to "hands on" participation would be to develop a video-tape showing a consumer in a work setting and interviews with parents and relevant professionals. The participants are then provided with data from a situational assessment and formal records to answer the questions on the consumer screening form.

Individual Training Session: Begin by discussing the strategies for collecting information needed to complete the consumer screening form. Using the data provided or information from your program, have the employment specialist fill out the consumer screening form. Review the exercise and discuss the importance of the information obtained for supported employment placement.

Small or Large Group Format: Distribute the data provided in this activity or information collected through field work experiences. Have the participants work together in small groups of 2 reviewing the data and completing the screening form. Conduct a large group discussion of participant findings and the implications for supported employment.

Important Information to Include in the Discussion:

1. Consumer assessment in supported employment should be used to facilitate a job match between the individual and community. This means identifying both strengths and weaknesses in order to find an existing job that will best suit the individual at his/her current level of functioning. It does not mean assessment for pre-placement training to get an individual "ready" to work!

2. Consumer assessment should provide identification of individual training needs within the community job site.

3. Consumer assessment includes review of referral forms and formal records; interviews with parents, consumers, family, teachers, counselors, etc; informal observations; and situational/behavioral assessments.

4. Consumer assessments should be updated on a regular basis.

Note:

The following points should be discussed if the trainer elects to use the data provided in this activity:

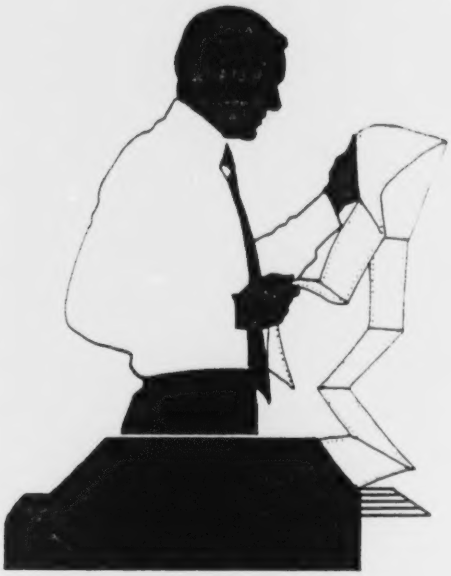
> Although Mary is severely mentally retarded with mild physical disabilities, she can be successfully placed in a supported employment position. In reviewing the data, the employment specialist will quickly determine that Mary needs a part time position initially, since she has extremely low endurance and no work history. She will also require a job that does not have high physical demands and will allow her to remain in a small work space. In addition, Mary's work environment should provide supervision and reinforcement for work completed. It would not be wise to find her a position that has little opportunity for interacting with her coworkers.
>
> One strength identified was Mary's ability to communicate in sentences. She is also very polite and occasionally volunteers for work. She can do simple counting, tell time to the hour, and recognize work supplies. Her parents are very supportive of work.
>
> The actual job found for Mary was at a large hotel in the laundry department. She was taught to fold towels, washcloths, bathmats, and press napkins. The position was part-time for 20 hours a week. Initially Mary's employment specialist needed to assist her in task completion, since she worked at a slow pace and had low physical endurance. However, Mary was able to learn the requirements of the job and be successfully employed in an individual placement.

*****

This activity can be expanded to include decisions on job placement. Have available a completed consumer assessment screening form on another consumer. Pass out a completed job screening form and ask the participants to compare the two consumers and determine the best placement for the job based on a job compatibility analysis.

CONSUMER ASSESSMENT ACTIVITY

CASE STUDY: MARY



CONSUMER ASSESSMENT SCENARIO

General Information:

You have just completed a situational assessment with a young woman named Mary. She has worked over the course of the last week in three different locations at the local veterans hospital. The first morning she worked in the dietary department cleaning the food carts that delivers the food trays to the various hospital floors. The second afternoon, Mary worked in the supply area emptying the trash, sweeping the floors, and stocking shelves. Finally, the third afternoon, she worked in the laundry room folding hospital issued clothing.

You have also completed a home visit, reviewed the school records, and observed Mary in her school program. You have learned that Mary is 20 years old, has a diagnosis of severe mental retardation with an IQ of 27, a secondary diagnosis of cerebral palsy, and a visual impairment. Mary has a long history of "getting her own way" by crying whenever she gets upset. This was observed in the classroom when she was making a snack as well as at home when her father corrected her during the home visit.

Interviews/Observations:

Parents: Mary's parents expect her to work when she finishes school and are supportive of competitive employment prior to graduation. They want "what is best" for Mary, and until this year, they assumed a workshop was the only alternative. At present, they are only willing for her to work Monday-Friday for 4 hours at a time. In addition, the parents feel that Mary must use the handicapped bus system. Mary is required to assist with the cooking, cleaning, and laundry at home as well as maintaining her room. She participates in social activities frequently with her parents such as the Ladies Auxiliary and a bowling league. All of the members of these organizations are 50 years of age or older.

School: Mary's teachers feel that she would make a good volunteer Sunshine Girl at a local hospital or nursing home following graduation. They are unsure of her potential for supported employment due to her slow production and immature social skills. Mary's curriculum at school has included academic and vocational programming. She participated in the school's workshop for one year. In addition, she has received community-based training for one semester in the laundry room of an institution and one semester in a workshop run by Goodwill. This year, Mary is responsible for delivering the attendance cards in her school every morning. Her teachers report that she has good communication skills and can learn tasks quickly. She moves slowly and often forgets tasks she has performed independently in the past. Mary cries frequently and throws temper tantrums when she does not get her way. In addition, she cries when her routine is changed unless it is done gradually.

Situational Assessment Summaries:

Supply: Mary discriminated between work supplies but had difficulty pushing the supply cart and guiding the dust mop. She was unable to lift a trash bag from the cart above her shoulders to empty into the trash compactor without assistance. This difficulty may have been a motor or a behavior problem. Further evaluation would need to be conducted to determine why she was unable to lift the trash bags. Mary did have difficulty overall with gross motor movements and strength in lifting and pushing. Her fine motor skills (e.g., putting a bag in a trash can) were much better. Mary was able to orient independently in the large supply room after one demonstration by the trainer.

Although initially eager to work, Mary began to whine and sit down after 1 hour. However, she came back to task quickly when the trainer ignored her whining and reinforced her for working quietly. Endurance seemed to be less of an issue than behavior. She required a "thick" reinforcement schedule, but she also seemed to have a tendency to become dependent on both verbal reinforcement and verbal prompts. She didn't seem to have difficulty seeing dirt, but she did close her eyes and look away from the task frequently.

Laundry: Mary arrived at work dressed neatly and appropriately. She worked for 2-1/2 hours before stating that she was tired. Her folding rate was average but overall pace was slow as she was easily distracted by others in the laundry room. Mary had difficulty making the small folds in the pajamas and stacking them in piles. She initiated interactions with others frequently and was able to communicate in complete sentences. Mary responded politely when spoken to, but she would giggle and act immature when people paid attention to her. She stopped her work several times to approach coworkers and ask if she could help them. When directed by to her task, Mary cried and argued with the trainer.

Mary waited for a verbal prompt to initiate working. She said, "Look at me", "Aren't I doing good", and "Do you like my work" frequently. In addition to verbal praise, cokes and candy were reinforcing to Mary. She stated that she liked folding clothes better than any other job she had completed.

Dietary: Mary's job in the dietary department was to clean the food carts that were used to deliver trays to the hospital floors. This required her to remove the food trays with empty plates from the cart, bus the trays, remove the shelves from the cart, wash the cart and trays in a large dishmachine room, and re-assemble the cart when the wash cycle was complete. It was immediately obvious that this task was beyond Mary's physical capabilities. When removing the trays from the cart, she often dropped items and on several occasions lost her balance. In addition, it was noted that Mary had great difficulty walking and carrying items of any size or weight. Physical prompts were needed on almost every step of the task analyses for successful completion of the activities. Mary also was very clear in her dislike for the kitchen activities. "I don't like cleaning dishes" was repeated throughout the 4 hour situational assessment. Only with constant verbal reinforcement did Mary continue work.

ICAP COMPUTER SCORING

Client: Mary Smith
1314 W. Main St.
Richmond, Va
23284

Residence: Family Home
Day Program: School
Co./Dist.: Richmond
Case Manager: Mrs. Brooke
804-367-1408

Guardian: Parent
Contact: Mrs. Jane Smith

Sex: Female
Height: 5 ft. 2 in.
Weight: 115 lbs.
Race: White

Born: 8-31-70
Age: 20 years, 1 month

Eval. Date: 10-12-90
Purpose: Supported Employment Placement
By: K. Inge
Phone: 804-744-1203
Position: Transition Teacher

Client I.D.: 224-67-5477

Primary Diagnosis: Mental Retardation - Severe
Additional Diagnoses: Cerebral Palsy
Epilepsy/Seizures - Less than monthly
Visually Impaired

Vision: Vision problems limit reading/travel
Hearing: Hears normal voices
Health: No limitations in daily activities
Medication: For epilepsy/seizures
Medical Care: Less than monthly

Mobility: Walks - no assistance needed
Arm/hand: No limitations in daily activities

Communication: Speaks - understands English

Current Residence: With Parents
Future Need: Group home placement

Current Day Program: School
Future Need: Work Activity Center

Client: Mary Smith **ID #:** 224-67-5477

Support services now used:
Specialized dental care
Occupational Therapy
Respite care

Not Used but may be needed:
Specialized transportation services
Vocational evaluation

Family/social/leisure:
Visited with family members
Went shopping or out to eat
Participated in personal hobby
Bowling

Factors that limit social activities:
No one to accompany him/her
Lack of transportation

Adaptive Behavior
Overall age equivalent: 4 yrs. 9 months

Domain	Domain Score	Age Equiv. yr. mo.	Instructional Range yr. mo.	Derived Scores	Confidence Band -1SEM	+1SEM
MOTOR SKILLS	417	2 - 6	2-1 to 2-11	% rank: 1	1	1
				Std. S: <5	<1	5
				RPI: 0/90	0/90	0/90
SOCIAL & COMMUNICATION	462	4 - 5	3-6 to 5-8	% rank: 1	1	1
				Std. S: 29	25	34
				RPI: 0/90	0/90	0/90
PERSONAL LIVING	476	6 - 8	5-2 to 8-5	% rank: 1	1	1
				Std. S: 37	32	42
				RPI: 1/90	1/90	2/90
COMMUNITY LIVING	467	6 - 3	5-4 to 8-5	% rank: 1	1	1
				Std. S: 18	13	24
				RPI: 0/90	1/90	0/90
BROAD INDEP.	456	4 - 9	3-10 to 5-10	% rank: 1	1	1
				Std. S: <5	<1	5
				RPI: 0/90	0/90	0/90

Note: Raw scores were 33 39 40 25

Client: Mary Smith 224-67-5477

Problem Behaviors:

Hurts self	never	not a problem
Hurts others	never	not a problem
Destructive	1-3 times/month	a mild problem
Disruptive	1-10 times/day	a moderate problem
Unusual habits	never	not a problem
Socially offensive	1-10 times/day	a moderate problem
Withdrawn/inattentive	1-6 times/week	a moderate problem
Uncooperative	never	not a problem

Example of behaviors:
cries when corrected
throws temper tantrums
talks too loud
withdraws when corrected

Typical response: ask her to stop; reason with her

Maladaptive Behavior Index Scores:

These scores are based upon the problem behaviors listed above. Large negative scores indicate more serious problem behaviors. A score near 0 is average.

Internalized	-9	(+/- 3) within normal range
Asocial	-13	(+/- 4) marginal problem
Externalized	-16	(+/- 3) marginal problem
General	-19	(+/- 2) marginal problems

ICAP Service Score/Level:

These scores are based on both adaptive behavior and problem behavior. They range from less than 20 (level 1, total care/intense supervision) to greater than 90 (level 9, little or no assistance for daily living).

Summary:

Evaluation Date	10/90	
Motor Domain	417	
Social/Communication	462	
Personal Living	476	
Community Living	467	
Broad Independence	456	
Age equivalent months	57	
Internalized maladaptive	-9	
Asocial Maladaptive	-13	
Externalized maladaptive	-16	
General maladaptive	-19	
Service Score	50	
Level:	5	regular personal care and/or close supervision

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Consumer Assessment Summary Form

Consumer ____________________ Employment Specialist ____________________ Date ____________________

Directions: Indicate the response for each item in the appropriate category based on information gathered from the consumer's parent, teacher, and observations during the situational assessments. For each item, describe the behavior, characteristic, or activity. When applicable, include the frequency of its occurrence and the environment where it occurs (antecedent, consequences, location, people).

ITEMS LOCATED ON THE CONSUMER EMPLOYMENT SCREENING FORM	PARENT	TEACHER	SITUATIONAL ASSESSMENT I	SITUATIONAL ASSESSMENT II	SITUATIONAL ASSESSMENT III
Strength; Lifting and Carrying . Poor (< 10 lbs.) . Fair (10-20 lbs.) . Average (30-40 lbs.) . Strong (> 50 lbs.)	10 to 15 lbs. Not very strong	Poor has a hard time carrying items over 10 lbs.	10 lbs. only . . . Had a hard time pushing supply cart	Poor. Needed assistance over 10 lbs.	No problems since items in laundry not over 10 lbs.
Endurance . Works < 2 Hours . Works 2-3 Hours . Works 3-4 Hours . Works > 4 Hours	Thinks <2 hours	<2 hours in school	Worked 1 hour and said she was tired	Worked 2 hours before asking for break	Worked 3 hours before asking for break
Orienting . Small Area Only . One Room . Several Rooms . Building Wide . Building and Grounds	Several rooms	School wide	Small room only. Could not find way from dish area to carts	One room only. Could not find way from trash area to supply	Not observed
Physical Mobility . Sit/Stand in One Area . Fair Ambulation . Stairs/Minor Obstacles . Physical Abilities	Fair ambulation. Falls often over own feet.	Same as parent comment	Poor mobility that affected ability to use hands when walking	Unsteady gait. Tripped over curb leaving building	Not a problem in the laundry area

Items Located on the Consumer Employment Screening Form	Parent	Teacher	Situational Assessment I	Situational Assessment II	Situational Assessment III
Independent Work Rate (No Prompts) . Slow Pace . Steady/Average Pace . Above Average/ . Sometimes Fast . Continual Fast Pace	Slow Pace	Slow Pace	Slow! Asked for verbal praise (i.e., "Am I doing a good job?")	Slow	Steady/average pace . . . had some trouble staring around the room
Appearance . Unkempt/Poor Hygiene . Unkempt/Clean . Neat/Clean but Clothing Unmatched . Neat/Clean and Clothing Matched	Always likes to look nice	Neat/clean. Clothing matched	Very neat!	Same	Same
Communication . Uses Sounds/Gestures . Uses Key Words/Signs . Speaks Unclearly . Communicates Clearly, Intelligible to Strangers	Communicates clearly	No problem	Intelligible to strangers	Same	Same
Social Interactions . Rarely Interacts . Appropriately . Polite, Responses Appropriate . Initiates Social Interactions Infrequently . Initiates Social Interactions	Very polite. Sometimes shy with strangers	Sometimes interacts inappropriately (i.e., tickles, hugs, etc.)	Polite, responses were appropriate	Initiated too frequently. Yelling to coworkers across room	Polite/initiated interactions

Items Located on the Consumer Employment Screening Form	Parent	Teacher	Situational Assessment I	Situational Assessment II	Situational Assessment III
Attention To Task/ Perseverance . Frequent Prompts Required . Intermittent Prompts/ High Supervision . Intermittent Prompts/ Low Supervision . Infrequent Prompts/ Low Supervision	Needs a lot of supervision to continue working	Frequent prompts are always needed to keep Mary on task	Frequent prompts required	Frequent prompts required	Responded to gesture prompts to keep working
Independent Sequencing of Job Duties . Cannot Perform Tasks in Sequence . Performs 2-3 Tasks in Sequence . Performs 4-6 Tasks in Sequence . Performs 7 or More Tasks in Sequence	Cannot do at home	Can sequence two to three tasks after skill training	Needed prompt to sequence tasks	Waited for instructions to move to next task	Sequenced two to three tasks (i.e., stacking folded laundry and moving on to next item to fold)
Initiative/Motivation . Always Seeks Work . Sometimes Volunteers . Waits for Directions . Avoids Next Task	Sometimes volunteers to do work at home	Sometimes volunteers for work in the class	Usually waited for directions	Waited for directions	Sometimes volunteers (i.e., "What do I do now?")
Adapting to Change . Adapts to Change . Adapts to Change with Some Difficulty . Adapts to Change with Great Difficulty . Rigid Routine Required	Adapts with great difficulty. She will cry easily if things are not consistent	Same as parent comment	Not observed	Seemed to need a rigid schedule	Not observed
Reinforcement Needs . Frequent Required . Daily . Weekly . Paycheck Sufficient	Frequent	Frequent! Asks often for praise on work completed	Frequent verbal praise to encourage through difficult tasks	Seemed dependent on verbal praise and prompts	Seemed to need verbal praise after each item folded

Items Located on the Consumer Employment Screening Form	Parent	Teacher	Situational Assessment I	Situational Assessment II	Situational Assessment III
Level of Support . Very Supportive of Work . Supportive of Work with Reservations . Indifferent About Work . Negative About Work	Very Supportive	Parents very supportive but over-protective	Same	Same	Same
Discrimination Skills . Cannot Distinguish Between Work Supplies . Distinguishes Between Work Supplies with an External Cue . Distinguishes Between Work Supplies	Fair. Mary can distinguish between items (i.e., Comet vs. Windex, etc.)	Can be trained to easily distinguish between work supplies	Made gross discriminations of work supplies (i.e., mop, bucket, rags)	Could not distinguish size of trash bags	No problem in this area
Time Awareness . Unaware of Time and Clock Function . Identifies Breaks/Lunch . Can Tell Time to the Hour . Can Tell time in Hours/Minutes	Tells time to the hour	Same	Same	Same	Same
Functional Reading . None . Sight Works/Symbols . Simple Reading . Fluent Reading	Some sight words (i.e., men, women, exit, Coke, etc.)	Same	Found women's bathroom by the sign	Not observed	Not observed
Functional Math . None . Simple Counting . Simple Addition/Subtraction . Computational Skills	Simple counting to ten	Same	Observed counting to four when putting shelves on cart	Not observed	Not observed

Items Located on the Consumer Employment Screening Form	Parent	Teacher	Situational Assessment I	Situational Assessment II	Situational Assessment III
Independent Street Crossing . None . 2 Lane Street (with or w/o light) . 4 Lane Street (with or w/o light)	Two lane street only	Same	Would only cross in outlined pedestrian cross-walk	Not observed	Looked both ways when crossing two lane hospital
Handling Criticism/Stress . Resistive/ Argumentative . Withdraws Into Silence . Accepts Criticism/ Does Not Change	Cries when frustrated	Does not accept criticism readily. Cries under stress	No problems	Withdrew into silence when corrected	Responded by saying, "I was going to do that!"
Acts/Speaks Aggressively . Hourly . Daily . Weekly . Monthly . Never	Never	Never	Not observed during four hour assessment	Not observed	Not observed
Travel Skills . Requires Bus Training . Uses Bus Independently (with or w/o transfers) . Able to Make Own Travel Arrangements	None . . . willing	None	None	None	None
Work Experiences . Employment Site . Job Tasks Performed . Dates, Hours Wages	Situational job sites through school	Food Bank, Clothing Rack, and Virginia Home Laundry			

ITEMS LOCATED ON THE CONSUMER EMPLOYMENT SCREENING FORM	PARENT	TEACHER	SITUATIONAL ASSESSMENT I	SITUATIONAL ASSESSMENT II	SITUATIONAL ASSESSMENT III
Physical Limitations . Impairment . Medications . Medical Restrictions	Seizure medication, cerebral palsy, and scoliosis. The seizures are under control. Mary also has severe visual limitations and must wear glasses. Perceptual problems are also evident when she attempts to perform tasks.				
Responding to Survival Words . Street Signs . Restrooms . Danger, Stop	Yes, she recognizes all of these	Same	Recognized signs for the bathroom	Same	Recognized the exit sign
Hurtful to Self/Others . Banging Head, Pulling Hair . Biting, Scratching . Hitting, Pinching	Never!	No	Not observed	Not observed	Not observed
Destructive to Property . Breaks, Burns, Tears Things	Never!	No	Not observed	Not observed	Not observed
Disruptive Behavior that Interferes with Activities of Others . Yelling, Screaming . Clinging . Laughing/Crying for no Reason . Interrupting	Sometimes cries for no apparent reason	Same as parent comment	Some inappropriate laughter but this did not interfere	Cried several times when corrected	Not observed
Usual or Repetitive Behavior/Habits . Pacing . Rocking . Twirling Fingers . Twitching	None	None	Not observed	Not observed	Not observed
Behavior that is Socially Offensive to others . Talking too Loud . Burping, Picking Nose . Touching, Hugging	Sometimes talks too loud and will hug and touch inappropriately	Same as parent comment	Not observed	Talked too loud to get coworker's attention five times in four hour period	Not observed

Items Located on the Consumer Employment Screening Form	Parent	Teacher	Situational Assessment I	Situational Assessment II	Situational Assessment III
Withdrawal or Inattentive Behavior . Keeping Away from People . Expresses Unusual Fears . Showing Little Interest in Activities	She will hide when she is angry	She will get very quiet and withdraw after she has cried and been angry	Not observed	Pulled away from the trainer for five minutes after corrected . . . would not talk	Not observed
Uncooperative or Noncompliant Behavior . Refusing to Attend School/Work . Refusing to Follow Rules/Requests . Acting Defiant/ Pouting	Will pout and act defiant if corrected	Same as parent comment	Not observed	Pouted when criticized and told to return to work. Did return on verbal prompt immediately	Not observed
Leisure Skills/Interests	Card games, TV, teen magazines, social clubs with mom	Loves to talk! Likes to dress-up and use make-up. This has been used as reinforcer	Not observed	Not observed	Not observed
Chores or Responsibilities	Clean up room (i.e., hang up clothes, make bed, etc.	Delivers notes to the office on a regular basis for the teacher			
Activities, Foods, and Items that are Reinforcing	Bowling, going to Pizza Hug, candy, Popcorn, make-up, tapes	Same comments as parent	Used break as a reinforcer for working.. soda given	Coke	Coke

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Items Located on the Consumer Employment Screening Form	Parent	Teacher	Situational Assessment I	Situational Assessment II	Situational Assessment III
Money Skills . Discriminates Between Coins . Makes Minor Purchases . Makes Major Purchases . Amount of Spending . Money Given to Consumer . Willingness of Family to Give Consumer Money from Paycheck	Makes minor purchases (i.e., soda, candy, make-up by herself	Makes minor purchases using less than two dollars	Used the vending machine independently	Did not show any skills during lunch	Same as I
Asking for Assistance . Peers . Coworkers . Acquaintances . Persons in Authority	Will ask for help if she needs it	Often asks for help even if she doesn't need it	Asked for help even when it was not needed	Same as I	No problems observed

Other: Mary had a lot of difficulty moving and doing fine motor skills at the same time. For example in the dietary department, she could not bend over and put the shelves on the cart at the same time. When she tried, she would often lose her balance and fall forward. It seems that a stationary position would be most appropriate for her.

From: Moon, M.S., Inge, K.J., Wehman, P., Brooke, V., & Barcus, M. (1990). ***Helping persons with severe disabilities get and keep employment: Supported employment issues and outcomes***. Baltimore: Paul H. Brookes.

Consumer Screening Form

Page 1 of 4

Please overlay your letterhead in this space. The letterhead should designate the supported employment provider, not a state agency which represents more than one provider. Take care not to cover the page number designation or the title of the form. Also, do not change the layout of the form in any way.

CONSUMER EMPLOYMENT SCREENING FORM (Revised 6/90)

Consumer

Name: ______________________________

SSN: ______________________________

Staff Member Completing Form

Name: ______________________________

ID Code: ______________________________

Date of screening (month/day/year): __ __ / __ __ / __ __

Type of screening: Initial_____ Ongoing/Employed_____ Ongoing/Unemployed_____

Total number of hours per week presently working: _____ **Months per year:** _____

General Directions: PLEASE DO NOT LEAVE ANY ITEM UNANSWERED!

Indicate the most appropriate response for each item based on observations of the consumer and interviews with individuals who know the consumer (i.e. family members, adult service providers, school personnel, employers).

1. Availability: (Circle Yes or No for each item)	Will Work Weekends	Will Work Evenings	Will Work Part-Time	Will Work Full-Time
	Yes / No	Yes / No	Yes / No	Yes / No

Specifics/Comments:

2. Transportation: (Circle Yes or No for each item)	Transport. Available	Access to Specialized Travel Services	Lives on Bus Route	Family Will Transport	Provides Own Transport. (Bike, Car, Walks, Etc.)
	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No

Specifics/Comments:

3. Strength; Lifting and Carrying:	Poor (<10 lbs)___	Fair (10-20 lbs)___	Average (30-40 lbs)___	Strong (>50 lbs)___

Specifics/Comments:

4. Endurance: (Without Break)	Works < 2 hours___	Works 2-3 hours___	Works 3-4 hours___	Works > 4 hours___

Specifics/Comments:

5. Orienting:	Small Area Only____	One Room____	Several Rooms____	Building Wide____	Building & Grounds____
Specifics/Comments:					
6. Physical Mobility:	Sit/Stand in One Area ____	Fair Ambulation ____	Stairs/Minor Obstacles ____	Full Physical Abilities ____	
Specifics/Comments:					
7. Independent Work Rate: (No Prompts)	Slow Pace____	Steady/ Average Pace____	Above Average Sometimes Fast Pace____	Continual Fast Pace____	
Specifics/Comments:					
8. Appearance:	Unkempt/Poor Hygiene____	Unkempt/ Clean____	Neat/Clean Clothing Unmatched____	Neat/Clean Clothing Matched____	
Specifics/Comments:					
9. Communication:	Uses Sounds/ Gestures____	Uses Key Words/ Signs____	Speaks Unclearly ____	Communicates Clearly Intelligible to Strangers____	
Specifics/Comments:					
10. Appropriate Social Interactions:	Rarely Interacts Appropriately___	Polite, Responses Appropriate___	Initiates Social Interactions Infrequently___	Initiates Social Interactions Frequently___	
Specifics/Comments:					
11. Unusual Behaviors:	Many Unusual Behaviors____	Few Unusual Behaviors____	No Unusual Behaviors____		
Specifics/Comments:					
12. Attention to Task/Perseverance:	Frequent Prompts Required____	Intermittent Prompts/High Supervision Required____	Intermittent Prompts/Low Supervision Required____	Infrequent Prompts/Low Supervision Required____	
Specifics/Comments:					
13. Independent Sequencing of Job Duties:	Cannot Perform Tasks in Sequence____	Performs 2-3 Tasks in Sequence____	Performs 4-6 Tasks in Sequence____	Performs 7 or More Tasks in Sequence____	
Specifics/Comments:					

14. Initiative/ Motivation:	Always Seeks Work____	Sometimes Volunteers____	Waits for Directions____	Avoids Next Task____
Specifics/Comments:				
15. Adapting to Change:	Adapts to Change____	Adapts to Change with Some Difficulty____	Adapts to Change with Great Difficulty____	Rigid Routine Required____
Specifics/Comments:				
16. Reinforcement Needs:	Frequent Required____	Intermittent (daily) Sufficient____	Infrequent (weekly) Sufficient____	Pay Check Sufficient____
Specifics/Comments:				
17. Family Support:	Very Supportive of Work____	Supportive of Work With Reservations ______	Indifferent About Work____	Negative About Work____
Specifics/Comments:				
18. Consumer's Financial Situation:	Financial Ramifications No Obstacle___	Requires Job with Benefits___	Reduction of Financial Aid is a Concern___	Unwilling to Give up Financial Aid___
Specifics/Comments:				
19. Discrimination Skills:	Cannot Distinguish Between Work Supplies____	Distinguishes Between Work Supplies with an External Cue____	Distinguishes Between Work Supplies____	
Specifics/Comments:				
20. Time Awareness:	Unaware of Time and Clock Function____	Identifies Breaks and Lunch____	Can Tell Time to the Hour____	Can Tell Time in Hours and Minutes____
Specifics/Comments:				
21. Functional Reading:	None____	Sight Words/ Symbols____	Simple Reading____	Fluent Reading____
Specifics/Comments:				
22. Functional Math:	None____	Simple Counting____	Simple Addition/ Subtraction___	Computational Skills____
Specifics/Comments:				

23. Independent Street Crossing:
None____
Crosses 2 Lane Street with Light____
Crosses 2 Lane Street without Light____
Crosses 4 Lane Street with Light____
Crosses 4 Lane Street without Light____

Specifics/Comments:

---

24. Handling Criticism/Stress:
Resistive/ Argumentative ______
Withdraws into Silence____
Accepts Criticism/Does Not Change Behavior____
Accepts Criticism/ Changes Behavior____

Specifics/Comments:

---

25. Acts/Speaks Aggressively:
Hourly____
Daily____
Weekly____
Monthly____
Never____

Specifics/Comments:

---

26. Travel Skills: (Circle Yes or No for each item)

Requires Bus Training	Yes / No
Uses Bus Independently No Transfer	Yes / No
Uses Bus Independently Makes Transfer	Yes / No
Able to Make Own Travel Arrangements	Yes / No

Specifics/Comments:

---

27. Benefits Consumer Needs (Circle Yes or No for **EACH** choice)

Yes / No 0 = None
Yes / No 1 = Sick Leave
Yes / No 2 = Medical/Health Benefits
Yes / No 3 = Paid Vacation/Annual Leave
Yes / No 4 = Dental Benefits
Yes / No 5 = Employee Discounts
Yes / No 6 = Free or Reduced Meals
Yes / No 7 = Other (Specify): ________________________________

---

28. CHECK ALL THAT THE CONSUMER HAS PERFORMED:

Bus Tables ________
Food Prep. ________
Buffing ________
Dusting ________
Stocking ________
Sweeping ________
Assembly ________
Vacuuming ________
Restroom Cleaning ____
Washing Equipment____
Dish Machine ________
Mopping (Indust.)______
Food Line Supply______
Trash Disposal ________
Food Serving ________
"Keeping Busy"______
Clerical ________
Pot Scrubbing________
Other ________
____

Medications? ________________________________

Medical Complications/Conditions? ________________________________
____

Additional Comments? ________________________________
____
____
____

CONSUMER SITUATIONAL ASSESSMENT SUMMARY FORM

CONSUMER:____________________ **EMPLOYMENT SPECIALIST**____________________ **DATE:**________

DIRECTIONS: Indicate the response for each item in the appropriate category based on information gathered from the consumer's parent, teacher, and observations during the situational assessments. For each item, describe the behavior, characteristic, or activity. When applicable, include the frequency of its occurrence and the environment where it occurs (antecedent, consequences, location, people, etc.).

	Parent	Teacher	Situational Assessment I	Situational Assessment II	Situational Assessment III
Strength, Lifting, and Carrying • Poor (< 10 lbs.) • Fair (10-29 lbs.) • Average (30-40 lbs.) • Strong (> 50 lbs.)					
Endurance • Words < 2 Hours • Works 2-3 Hours • Works 3-4 Hours • Works > 4 Hours					
Orienting • Small Area Only • One Room • Several Rooms • Building Wide • Building and Grounds					
Physical Mobility • Sit/Stand in One Area • Fair Ambulation • Stairs/Minor Obstacles • Physical Abilities					

	Parent	Teacher	Situational Assessment I	Situational Assessment II	Situational Assessment III
Independent Work Rate (No Prompts) • **Slow Pace** • **Steady/Average Pace** • **Above Average/ Sometimes Fast** • **Continual Fast Pace**					
Appearance • **Unkempt/Poor Hygiene** • **Unkempt/Clean** • **Neat/Clean but Clothing Unmatched** • **Neat/Clean and Clothing Matched**					
Communication • **Uses Sounds/Gestures** • **Uses Key Words/Signs** • **Speaks Unclearly** • **Communicates Clearly, Intelligible to Strangers**					
Social Interactions • **Rarely Interacts Appropriately** • **Polite, Responses Appropriate** • **Initiates Social Interactions Infrequently** • **Initiates Social Interactions Frequently**					

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	Parent	Teacher	Situational Assessment I	Situational Assessment II	Situational Assessment III
Attention to Task/ Perseverance • **Frequent Prompts Required** • **Intermittent Prompts/ High Supervision** • **Intermittent Prompts/ Low Supervision** • **Infrequent Prompts/ Low Supervision**					
Independent Sequencing of Job Duties • **Cannot Perform Tasks in Sequence** • **Performs 2-3 Tasks in Sequence** • **Performs 4-6 Tasks in Sequence** • **Performs 7 or More Tasks in Sequence**					
Initiative/Motivation • **Always Seeks Work** • **Sometimes Volunteers** • **Waits for Directions** • **Avoids Next Task**					
Adapting To Change • **Adapts to Change** • **Adapts to Change with Some Difficulty** • **Adapts to Change with Great Difficulty** • **Rigid Routine Required**					

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	Parent	Teacher	Situational Assessment I	Situational Assessment II	Situational Assessment III
Reinforcement Needs • **Frequent Required** • **Daily** • **Weekly** • **Paycheck Sufficient**					
Level Of Support • **Very Supportive of Work** • **Supportive of Work with Reservations** • **Indifferent About Work** • **Negative About Work**					
Discrimination Skills • **Cannot Distinguish Between Work Supplies** • **Distinguishes Between Work Supplies with an External Cue** • **Distinguishes Between Work Supplies**					
Time Awareness • **Unaware of Time and Clock Function** • **Identifies Breaks/ Lunch** • **Can Tell Time to the Hour** • **Can Tell Time in Hours/Minutes**					

	Parent	Teacher	Situational Assessment I	Situational Assessment II	Situational Assessment III
Independent Street Crossing • None • 2 Lane Street (with or w/o light) • 4 Lane Street (with or w/o light)					
Handling Criticism/Stress • Resistive/Argumentative • Withdraws into Silence • Accepts Criticism/ Does not Change					
Acts/Speaks Aggressively • Hourly • Daily • Weekly • Monthly • Never					
Travel Skills • Requires Bus Training • Uses Bus Independently (with or w/o transfers) • Able to Make Own Travel Arrangements					

	Parent	Teacher	Situational Assessment I	Situational Assessment II	Situational Assessment III
Work Experiences • **Employment Site** • **Job Tasks Performed** • **Dates, Hours, Wages**					
Physical Limitations • **Impairment** • **Medications** • **Medical Restrictions**					
Responding to Survival Words • **Street Signs** • **Restrooms** • **Danger**					
Hurtful to Self/Others • **Banging Head, Pulling Hair, etc.** • **Biting, Scratching** • **Hitting, Pinching**					257
Destructive to Property • **Breaks, Burns, Tears Things, etc.**	250				

	Parent	Teacher	Situational Assessment I	Situational Assessment II	Situational Assessment III
Disruptive Behavior That Interferes with Activities of Others • Yelling, Screaming • Clinging • Laughing/Crying for No Reason • Interrupting					
Unusual or Repetitive Behaviors/Habits • Pacing • Rocking • Twirling Fingers • Twitching					
Behavior That is Socially Offensive to Others • Talking Too Loud • Burping, Picking Nose • Touching, Hugging, etc.					
Withdrawal or Inattentive Behavior • Keeping Away from People • Expresses Unusual Fears • Showing Little Interest in Activities					

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	Parent	Teacher	Situational Assessment I	Situational Assessment II	Situational Assessment III
Uncooperative or Noncompliant Behavior • Refusing to Attend School/Work • Refusing to Follow Rules/Requests • Acting Defiant/Pouting					
Leisure Skills/Interests?					
Chores or Responsibilities					
Activities, Foods, Items that are Reinforcing					
Money Skills • Discriminates Between Coins • Makes Minor Purchases • Makes Major Purchases • Amount of Spending Money Given to Consumer • Willingness of Family to Give Consumer Money from Paycheck					

	Parent	Teacher	Situational Assessment I	Situational Assessment II	Situational Assessment III
Asking for Assistance • **Peers** • **Coworkers** • **Acquaintances** • **Persons in Authority**					

OTHER COMMENTS:

SITUATION #1:

SITUATION #2:

SITUATION #3:

Activity: "Data Dash"

Supported Employment Component: Consumer Assessment

Goal of Activity: The participant will verbally demonstrate an understanding of the procedures used to assess a consumer for supported employment placements.

Materials:

- Question and answer sheet
- Sample "mystery" words
- Items for prizes
- Flipchart and markers

Time Allotted: 30 minutes

Summary of Activity: The concept of this activity is based on the show, "Wheel of Fortune" which requires the participants to guess a word or phrase as letters are revealed. The game is played by dividing the participants into two groups. The trainer uses the flipchart to indicate the number of letters in the word or phrase to be guessed.

For example, the trainer chooses the word "timecard: and marks eight spaces on the flipchart.

___ ___ ___ ___ ___ ___ ___ ___

Teams are told that they will be asked a question related to consumer assessment. The first team is asked a question. If they answer correctly, the trainer writes a letter on the flipchart.

T ___ ___ ___ ___ ___ ___ ___

The team is given a chance to guess the word; if they guess correctly, they earn points towards a prize at the end of the game. If not, the next team gets a chance to answer a question and earn a letter. The trainer can use his/her judgement regarding the number of mystery words to use based on how rapidly the participants answer the questions. Prizes could be simple items that are useful on job sites such as pencils, note pads, clipboard, etc.

SAMPLE MYSTERY WORDS

EVALUATION	FORMAL RECORDS
OBSERVATION	SITUATIONAL ASSESSMENT
JOB SITE	PARENT INTERVIEWS

Note: This activity was designed for two teams of 2-4 participants each. The number of players could be increased if more than two teams were involved i.e. three teams of 3-4 participants each. The trainer will have to use his/her judgement to determine if the number of individuals being trained is appropriate for the activity.

Sample Questions for "Data Dash"

Q: ***What are the three major types of assessment which should be used to determine a consumer's placement in a supported work program?***

A: Formal (educational, vocational, psychological, medical records); Informal (interviews, checklists); and Behavioral assessment (task analytic assessment in a community site)

******

Q: ***Why are there no formal pre-requisite job skills required for placement in a supported work program?***

A: Because the supported work model provides intensive job site training on only those specific skills which are required for a job after employment.

******

Q: ***As a job trainer, you have automatic authorization to review all of a consumer's records. TRUE or FALSE?***

A: FALSE! You must obtain legal authorization for release of information from the consumer/parent/guardian and all relevant agencies.

******

Q: ***Why is it important to coordinate referral procedures with other agencies?***

A: Because no one agency or organization funds or provides supported employment services, targeted consumers will most likely be eligible for and receive services from several agencies. Coordination of referrals will reduce duplication and gaps in services and facilitate case management.

******

Q: ***A potential employee who is not living on a public bus route should not be considered for supported work services. TRUE or FALSE?***

A: FALSE! Alternative transportation should be secured prior to placement and the first day of work.

Q: ***Why is it important to obtain accurate information about a consumer's social security and medical benefits prior to job placement?***

A: Job placement affects social security and medical benefits for all consumers, but the degree to which a consumer's benefits will be affected vary across individuals, their type of benefits, the number of hours and months they work, and the age at which they become employed.

******

Q: ***What is a probe?***

A: A probe is a procedure used with a task analysis to assess how much of a job task a consumer can do without any prompting or reinforcement.

******

Q: ***For most competitive jobs, the ability to work steadily for two to three hours is a pre-requisite skill. TRUE or FALSE?***

A: FALSE! Although evidence of work endurance is a favorable characteristic to be noted in a consumer's assessment, lack of endurance may simply reflect limited exposure to the requirements of a job and/or limited support provided in previous placements.

******

Q: ***Reinforcement of successful skill acquisition should always be provided during a consumer task analytic probe. TRUE or FALSE?***

A: FALSE! Reinforcement should only be provided for attention to task, working hard, or doing one's best--Never for specific acquisition of steps of a task. This may affect performance of future steps.

******

Q: ***Task analytic assessment of a consumer mopping floors in a high school vocational technical center is an appropriate method of behavioral assessment. TRUE or FALSE?***

A: TRUE! A simulated site will not give you as accurate a picture as a competitive job site, but it will give you an idea of the individual's work potential.

******

Q: ***Explain the steps in conducting a single opportunity probe?***

A: 1.) Give the instructional cue; 2.) Allow the consumer to complete the first step of the task analysis independently; 3.) Record all correctly completed steps as (+): 4.) Record the first incorrect step (-) and all remaining steps as (-); 5.) Give no reinforcement or prompts specific to the task.

******

Q: ***How should each step in a task analysis be written?***

A: Each step should be worded as a verbal prompt and should represent a discrete step in the task.

******

Q: ***Who are three people or agencies which should be interviewed as part of the consumer assessment process?***

A: Parents or residential program providers; educators; adult service providers.

******

Q: ***Why formal assessment not necessarily the most accurate assessment of an individual's ability to succeed in supported employment?***

A: Formal assessments don't always show what a consumer can do in a real job setting under the conditions and demands of a competitive environment. In addition, supported employment provides intensive job site training for job success.

******

Q: ***You have completed several consumer assessments. What is the next step before job placement?***

A: The completion of a job/match compatibility analysis for one or more consumers.

******

Q: ***Why is discontinuing a probe at the first step on which a consumer makes an error a conservative measure of his or her ability?***

A: This type of probe doesn't measure whether or not a consumer is able to complete later steps or parts of the task analysis.

******

Activity: "Job Placement Dilemmas"

Supported Work Component: Job Placement

Goal of Activity: To stimulate participants to think about the various problems they will face when making job placements for supported employment and problem solve solutions.

Materials:

- Job Placement Dilemma Worksheet
- Overhead or Flipchart
- Markers

Time Allotted: 15-20 minutes

Summary of Activity: Four sample "job placement dilemma's" are provided as a guide for the trainer. The training format may be structured for an individual, small groups of 2-4 participants, or large groups up to 35-40.

Individual Training Session: Begin by discussing the various aspects of job placement. Provide the new employee with the worksheets on placement dilemmas and ask him or her to solve the problems presented. The trainer should use his/her judgement in the completion of the worksheets. Some individuals may obtain more information from filling out the form while others may prefer discussing the situations more informally.

Small and Large Group Format: Distribute the worksheets and divide the participants into working groups of 2-3 participants. Allow 10-15 minutes for the groups to discuss and solve the scenarios. If time is limited, assign different examples to each group. After everyone has completed the assignment, conduct a large group discussion using a flipchart or overhead to list the solutions discussed.

Note: This activity could be used in a large group format of up 10-40 individuals. Pass out the worksheets and allow the participants time to review the situations. Ask the audience to share their thoughts on the various dilemmas using a flipchart or overhead to summarize the responses.

Job Placement Dilemma #1

Nancy is a new employment specialist who is getting ready to make her second job placement. She has found the *"perfect"* job for **John** as a Veterinary Assistant. John loves animals and has expressed an interest in doing this type of work. The Job/Consumer Compatibility Analysis shows that this would be a good match. **BUT**...John lives 25 miles from the veterinary hospital and there is no public transportation available.

What can Nancy do?

Job Placement Dilemma #2

David has identified a job as a Ticket Taker at a movie theater and thinks that **Lynn** would be a perfect match for the job. It is on a public transportation route, pays above minimum wage, has opportunities for integration, and only demands daytime hours. David talked to Lynn's parents and explained what a good job this would be for her. Lynn's parents expressed hesitation about letting her go to work and wanted to think about it more. They had though that Lynn would stay in the sheltered workshop and are not sure that employment is such a good idea. The employer wants someone to start tomorrow.

What can David do?

Job Placement Dilemma #3

Naomi has completed an assessment on three individuals and has just identified a job as a Silver Polisher at a local hotel. Naomi is excited about the job **EXCEPT**...she doesn't know who to place in the position. All three of the individuals would be a good candidate for the job. Naomi has done a preliminary job/consumer compatibility analysis and doesn't know who to select. Each person has expressed a desire to work, and Naomi wants to find a job for all of them. How can she select the person that best matches the position?

What should Naomi do?

Job Placement Dilemma #4

Denise has made the placement arrangements for Joe who will begin working as a Maintenance Assistant for a department store beginning Wednesday. The job is a 40 hour a week position at $4.50 per hour. The employer does not offer any benefits. Denise and Joe are looking forward to starting work **EXCEPT**... Denise is frustrated because Joe's parents are concerned about his SSI benefits. Denise doesn't think there will be any problems and told Joe's parents not to worry. She remembers hearing that there are incentives to work now. Besides, Joe's parents should be excited that she found Joe a job.

What should Denise have done?

Activity: "Making a Good Job Match"

Supported Work Component: Job Placement

Goal of Activity: The goal of this activity is to provide employment specialists with the opportunity to compile job development (job screening) and consumer assessment (consumer screening) information in order to make a job match.

Materials:

- Job/Consumer Compatibility Analysis Worksheet for each participant
- 2-3 completed Consumer Screening Forms
- Completed Job Screening Form from a potential Supported Employment Site

Time Allotted: 35 minutes

Summary of Activity: The training activity was designed for small groups of 2-3 participants with a closing large group discussion. It is suggested that a large group of 10 individuals is preferred with 25 as the maximum number. The trainer may use the set of materials provided in this activity or use consumer assessments completed on individuals from the local program. If time permits, the participants may gather the information to complete the job screening form as a field work experience.

Small or Large Group Format: Provide each participant with a set of materials. Divide the large group into small groups of 2-3 individuals for a 15-20 minute working session. Ask the groups to use the Job Screening Form to indicate the critically important employment factors in the first column of the worksheet.

The Consumer Employment Screening forms should then be used to determine if the consumers and the job are compatible. For example, using the form for Mary in this manual, write her name under column A. Make a determination whether Mary and each job requirement is compatible and check in column A by the employment factors for which Mary and the job "match." Repeat the same process for Consumer B. For each consumer, total the number of employment factors for which the consumer and the job match.

Note: Only consumers who match on the first two factors, availability and transportation, would be considered for the worksheet process. Trainers should encourage employment specialists to review the comments made for each factor as well as the assessed value.

After all of the small groups have completed the worksheet, conduct a large group discussion to determine which consumer is the best job match. The following points should be included in the discussion:

---

1. **Is there any such thing as a perfect job match?**
2. **If so, how do we measure it?**
3. **For employment factors which the consumer and the job were not compatible, are there ways of reducing the discrepancy between the consumer and the factors?**
4. **This is NOT a scientific process!!**
5. **A good job match is only as good as the information an employment specialist obtains during job development and consumer assessment.**

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Job/Worker Compatibility Analysis Form

Analysis Date:____________ Company:______________________ Job Title:__________________________________

Employment Factor:	*Considered Critical to Position	*Consumer Name:________	*Consumer Name:________	*Consumer Name:________
(1) Availability				
(2) Transportation				
(3) Initiation/Motivation				
(4) Strength				
(5) Endurance				
(6) Orienting				
(7) Physical Mobility				
(8) Work Rate				
(9) Appearance				
(10) Communication				
(11) Social Interactions				
(12) Unusual Behavior				
(13) Attention to Task				
(14) Sequencing of Tasks				
(15) Adapting to Change				
(16) Reinforcement Needs				
(17) Family Support				
(18) Financial Concerns				
(19) Object Discrimination				
(20) Time Awareness				
(21) Functional Reading				
(22) Functional Math				
(23) Street Crossing				
**TOTAL:				

Compatibility: (List consumer's names beginning with the one currently most compatible and ending with the one currently least compatible.)

____

____

____

____

* Indicate by placing an "X" in the column.
**Number of "X's" under consumer name that match a corresponding "X" under critical to position column.

c Virginia Commonwealth University, Rehabilitation Research and Training Center, 1986.

Consumer Screening Form

Page 1 of 4

Please overlay your letterhead in this space. The letterhead should designate the supported employment provider, not a state agency which represents more than one provider. Take care not to cover the page number designation or the title of the form. Also, do not change the layout of the form in any way.

CONSUMER EMPLOYMENT SCREENING FORM (Revised 6/90)

Consumer

Name: MARY SMITH

SSN: 224-67-5477

Staff Member Completing Form

Name: SUSAN DOUGLAS

ID Code: 059

Date of screening (month/day/year): __ __ / __ __ / __ __

Type of screening: Initial_____ Ongoing/Employed_____ Ongoing/Unemployed_____

Total number of hours per week presently working: _____ **Months per year:** _____

General Directions: PLEASE DO NOT LEAVE ANY ITEM UNANSWERED!

Indicate the most appropriate response for each item based on observations of the consumer and interviews with individuals who know the consumer (i.e. family members, adult service providers, school personnel, employers).

1. Availability: (Circle Yes or No for each item)	Will Work Weekends	Will Work Evenings	Will Work Part-Time	Will Work Full-Time
	[✓ Yes] / No	Yes / [✓ No]	[✓ Yes] / No	Yes / [✓ No]

Specifics/Comments: Prefer DAY hours during WEEK

2. Transportation: (Circle Yes or No for each item)	Transport. Available	Access to Specialized Travel Services	Lives on Bus Route	Family Will Transport	Provides Own Transport. (Bike, Car, Walks, Etc.)
	[✓ Yes] / No	[✓ Yes] / No	[✓ Yes] / No	[✓ Yes] No	Yes / [✓ No]

Specifics/Comments:

3. Strength; Lifting and Carrying:	Poor (<10 lbs)___	Fair (10-20 lbs) ✓	Average (30-40 lbs)___	Strong (>50 lbs)___

Specifics/Comments: Some Difficulty with fine motor skills

4. Endurance: (Without Break)	Works < 2 hours___	Works 2-3 hours ✓	Works 3-4 hours___	Works > 4 hours___

Specifics/Comments:

5. Orienting:	Small Area Only___	One Room ✓	Several Rooms___	Building Wide___	Building & Grounds___
Specifics/Comments:					
6. Physical Mobility:	Sit/Stand in One Area ___	Fair Ambulation ✓	Stairs/Minor Obstacles ___	Full Physical Abilities ___	
Specifics/Comments:	SOMETIMES FALLS OVER HER OWN FEET - POOR BALANCE				
7. Independent Work Rate: (No Prompts)	Slow Pace ✓	Steady/ Average Pace___	Above Average Sometimes Fast Pace___	Continual Fast Pace___	
Specifics/Comments:					
8. Appearance:	Unkempt/Poor Hygiene___	Unkempt/ Clean___	Neat/Clean Clothing Unmatched___	Neat/Clean Clothing Matched ✓	
Specifics/Comments:					
9. Communication:	Uses Sounds/ Gestures___	Uses Key Words/ Signs___	Speaks Unclearly ___	Communicates Clearly Intelligible to Strangers ✓	
Specifics/Comments:	DOES NOT LOOK AT OTHER PERSON WHEN TALKING				
10. Appropriate Social Interactions:	Rarely Interacts Appropriately___	Polite, Responses Appropriate___	Initiates Social Interactions Infrequently___	Initiates Social Interactions Frequently ✓	
Specifics/Comments:	POLITE / GOOD MANNERS				
11. Unusual Behaviors:	Many Unusual Behaviors___	Few Unusual Behaviors ✓	No Unusual Behaviors___		
Specifics/Comments:	SILLY, IMMATURE, CRYING WHEN CORRECTED				
12. Attention to Task/Perseverance:	Frequent Prompts Required ✓	Intermittent Prompts/High Supervision Required___	Intermittent Prompts/Low Supervision Required___	Infrequent Prompts/Low Supervision Required___	
Specifics/Comments:					
13. Independent Sequencing of Job Duties:	Cannot Perform Tasks in Sequence ✓	Performs 2-3 Tasks in Sequence___	Performs 4-6 Tasks in Sequence___	Performs 7 or More Tasks in Sequence___	
Specifics/Comments:					

14. Initiative/ Motivation:	Always Seeks Work___	Sometimes Volunteers___	[✓ Waits for Directions___]	Avoids Next Task___
Specifics/Comments:				
15. Adapting to Change:	Adapts to Change___	Adapts to Change with Some Difficulty___	[✓ Adapts to Change with Great Difficulty___]	Rigid Routine Required___
Specifics/Comments:				
16. Reinforcement Needs:	[✓ Frequent Required___]	Intermittent (daily) Sufficient___	Infrequent (weekly) Sufficient___	Pay Check Sufficient___
Specifics/Comments:	ASKS FOR PRAISE			
17. Family Support:	[✓ Very Supportive of Work___]	Supportive of Work With Reservations ___	Indifferent About Work___	Negative About Work___
Specifics/Comments:				
18. Consumer's Financial Situation:	[✓ Financial Ramifications No Obstacle___]	Requires Job with Benefits___	Reduction of Financial Aid is a Concern___	Unwilling to Give up Financial Aid___
Specifics/Comments:	WILLING TO ACCEPT SSI REDUCTIONS			
19. Discrimination Skills:	Cannot Distinguish Between Work Supplies___	Distinguishes Between Work Supplies with an External Cue___	[✓ Distinguishes Between Work Supplies___]	
Specifics/Comments:	PERCEPTUAL PROBLEMS			
20. Time Awareness:	Unaware of Time and Clock Function___	Identifies Breaks and Lunch___	[✓ Can Tell Time to the Hour___]	Can Tell Time in Hours and Minutes___
Specifics/Comments:				
21. Functional Reading:	None___	Sight Words/ Symbols___	[✓ Simple Reading___]	Fluent Reading___
Specifics/Comments:				
22. Functional Math:	None___	[✓ Simple Counting___]	Simple Addition/ Subtraction___	Computational Skills___
Specifics/Comments:				

23. Independent Street Crossing:	None____	Crosses 2 Lane Street with Light____	Crosses 2 Lane Street without Light ✓	Crosses 4 Lane Street with Light____	Crosses 4 Lane Street without Light____

Specifics/Comments:

24. Handling Criticism/Stress:	Resistive/ Argumentative ______	Withdraws into Silence ✓	Accepts Criticism/Does Not Change Behavior____	Accepts Criticism/ Changes Behavior____

Specifics/Comments: CRIES AND WALKS AWAY

25. Acts/Speaks Aggressively:	Hourly____	Daily____	Weekly____	Monthly____	Never ✓

Specifics/Comments:

26. Travel Skills: (Circle Yes or No for each item)	Requires Bus Training	Uses Bus Independently No Transfer	Uses Bus Independently Makes Transfer	Able to Make Own Travel Arrangements
	[✓ Yes] / No	Yes / [✓ No]	Yes / [✓ No]	Yes / [✓ No]

Specifics/Comments:

27. Benefits Consumer Needs (Circle Yes or No for **EACH** choice)

[✓ Yes] / No 0 = None
Yes / [✓ No] 1 = Sick Leave
Yes / [✓ No] 2 = Medical/Health Benefits
Yes / [✓ No] 3 = Paid Vacation/Annual Leave
Yes / [✓ No] 4 = Dental Benefits
Yes / [✓ No] 5 = Employee Discounts
Yes / [✓ No] 6 = Free or Reduced Meals
Yes / [✓ No] 7 = Other (Specify): ______________________

28. CHECK ALL THAT THE CONSUMER HAS PERFORMED:

Bus Tables __________
Food Prep. __________
Buffing __________
Dusting __________
Stocking __________

Sweeping __________
Assembly ✓
Vacuuming __________
Restroom Cleaning ____
Washing Equipment____

Dish Machine ________
Mopping (Indust.)______
Food Line Supply______
Trash Disposal ________
Food Serving ________

"Keeping Busy"________
Clerical __________
Pot Scrubbing__________
Other __________
____

Medications? DILANTIN

Medical Complications/Conditions? SEIZURES ARE CONTROLLED

Additional Comments? ______________________________

Consumer Screening Form

Page 1 of 4

Please overlay your letterhead in this space. The letterhead should designate the supported employment provider, not a state agency which represents more than one provider. Take care not to cover the page number designation or the title of the form. Also, do not change the layout of the form in any way.

CONSUMER EMPLOYMENT SCREENING FORM (Revised 6/90)

	Consumer		**Staff Member Completing Form**
Name:	ROBERT H.	Name:	SARAH JONES
SSN:	225-98-3911	ID Code:	0761

Date of screening (month/day/year): 07/15/91

Type of screening: Initial ✓ Ongoing/Employed_____ Ongoing/Unemployed_____

Total number of hours per week presently working: _____ **Months per year:** _____

General Directions: PLEASE DO NOT LEAVE ANY ITEM UNANSWERED!
Indicate the most appropriate response for each item based on observations of the consumer and interviews with individuals who know the consumer (i.e. family members, adult service providers, school personnel, employers).

1. Availability: (Circle Yes or No for each item)	Will Work Weekends	Will Work Evenings	Will Work Part-Time	Will Work Full-Time
	[✓ Yes] / No	Yes / [✓ No]	[✓ Yes] / No	Yes / [✓ No]

Specifics/Comments:

2. Transportation: (Circle Yes or No for each item)	Transport. Available	Access to Specialized Travel Services	Lives on Bus Route	Family Will Transport	Provides Own Transport. (Bike, Car, Walks, Etc.)
	[✓ Yes] / No	[✓ Yes] / No	Yes / [✓ No]	[✓ Yes] / No	Yes / [✓ No]

Specifics/Comments:

3. Strength; Lifting and Carrying:	Poor (<10 lbs)___	Fair (10-20 lbs)___	Average (30-40 lbs) ✓	Strong (>50 lbs)___

Specifics/Comments:

4. Endurance: (Without Break)	Works < 2 hours___	Works 2-3 hours___	Works 3-4 hours ✓	Works > 4 hours___

Specifics/Comments:

5. Orienting:	Small Area Only___	One Room___	Several Rooms___	Building Wide___	[✓ Building & Grounds]
Specifics/Comments:	NO PROBLEMS - ORIENTS AROUND Bldg. @ WORKSHOP				
6. Physical Mobility:	Sit/Stand in One Area ___	Fair Ambulation ___	Stairs/Minor Obstacles ___	[✓ Full Physical Abilities]	
Specifics/Comments:					
7. Independent Work Rate: (No Prompts)	Slow Pace___	[✓ Steady/ Average Pace]	Above Average Sometimes Fast Pace___	Continual Fast Pace___	
Specifics/Comments:					
8. Appearance:	Unkempt/Poor Hygiene___	Unkempt/ Clean___	Neat/Clean Clothing Unmatched___	[✓ Neat/Clean Clothing Matched]	
Specifics/Comments:					
9. Communication:	Uses Sounds/ Gestures___	Uses Key Words/ Signs___	Speaks Unclearly ___	[✓ Communicates Clearly Intelligible to Strangers]	
Specifics/Comments:					
10. Appropriate Social Interactions:	Rarely Interacts Appropriately___	Polite, Responses Appropriate___	[✓ Initiates Social Interactions Infrequently]	Initiates Social Interactions Frequently___	
Specifics/Comments:					
11. Unusual Behaviors:	Many Unusual Behaviors___	[✓ Few Unusual Behaviors]	No Unusual Behaviors___		
Specifics/Comments:	SOMETIMES THROWS WORK SUPPLIES - (ABOUT 1x per week)				
12. Attention to Task/Perseverance:	Frequent Prompts Required___	Intermittent Prompts/High Supervision Required___	[✓ Intermittent Prompts/Low Supervision Required]	Infrequent Prompts/Low Supervision Required___	
Specifics/Comments:					
13. Independent Sequencing of Job Duties:	Cannot Perform Tasks in Sequence___	Performs 2-3 Tasks in Sequence___	Performs 4-6 Tasks in Sequence___	[✓ Performs 7 or More Tasks in Sequence]	
Specifics/Comments:	CAN ASSEMBLE ITEMS W/ MINIMAL INSTRUCTION				

14. Initiative/ Motivation:	Always Seeks Work____	Sometimes Volunteers_✓_	Waits for Directions____	Avoids Next Task____
Specifics/Comments:				
15. Adapting to Change:	Adapts to Change____	Adapts to Change with Some Difficulty_✓_	Adapts to Change with Great Difficulty____	Rigid Routine Required____
Specifics/Comments:				
16. Reinforcement Needs:	Frequent Required____	Intermittent (daily) Sufficient_✓_	Infrequent (weekly) Sufficient____	Pay Check Sufficient____
Specifics/Comments:				
17. Family Support:	Very Supportive of Work_✓_	Supportive of Work With Reservations ______	Indifferent About Work____	Negative About Work____
Specifics/Comments:				
18. Consumer's Financial Situation:	Financial Ramifications No Obstacle_✓_	Requires Job with Benefits___	Reduction of Financial Aid is a Concern___	Unwilling to Give up Financial Aid___
Specifics/Comments:				
19. Discrimination Skills:	Cannot Distinguish Between Work Supplies____	Distinguishes Between Work Supplies with an External Cue____	Distinguishes Between Work Supplies_✓_	
Specifics/Comments:				
20. Time Awareness:	Unaware of Time and Clock Function____	Identifies Breaks and Lunch____	Can Tell Time to the Hour____	Can Tell Time in Hours and Minutes_✓_
Specifics/Comments:				
21. Functional Reading:	None____	Sight Words/ Symbols____	Simple Reading_✓_	Fluent Reading____
Specifics/Comments:				
22. Functional Math:	None____	Simple Counting_✓_	Simple Addition/ Subtraction___	Computational Skills____
Specifics/Comments:				

23. Independent Street Crossing:	None____	[✓ Crosses 2 Lane Street with Light]	Crosses 2 Lane Street without Light____	Crosses 4 Lane Street with Light____	Crosses 4 Lane Street without Light____

Specifics/Comments:

24. Handling Criticism/Stress:	Resistive/ Argumentative ______	Withdraws into Silence____	[✓ Accepts Criticism/Does Not Change Behavior]	Accepts Criticism/ Changes Behavior____

Specifics/Comments: MAY BECOME ARGUMENTATIVE ESPECIALLY W/ FEMALES

25. Acts/Speaks Aggressively:	Hourly____	Daily____	[✓ Weekly]	Monthly____	Never____

Specifics/Comments:

26. Travel Skills: (Circle Yes or No for each item)	Requires Bus Training	Uses Bus Independently No Transfer	Uses Bus Independently Makes Transfer	Able to Make Own Travel Arrangements
	[✓ Yes] / No	Yes / No	Yes / No	Yes / No

Specifics/Comments:

27. Benefits Consumer Needs (Circle Yes or No for **EACH** choice)

Yes / [✓ No] 0 = None
Yes / [✓ No] 1 = Sick Leave
[✓ Yes] / No 2 = Medical/Health Benefits
[✓ Yes] / No 3 = Paid Vacation/Annual Leave
Yes / [✓ No] 4 = Dental Benefits
Yes / [✓ No] 5 = Employee Discounts
Yes / [✓ No] 6 = Free or Reduced Meals
Yes / [✓ No] 7 = Other (Specify): ____________

28. CHECK ALL THAT THE CONSUMER HAS PERFORMED:

Bus Tables ✓
Food Prep. ✓
Buffing ______
Dusting ______
Stocking ______

Sweeping ✓
Assembly ______
Vacuuming ______
Restroom Cleaning ✓
Washing Equipment____

Dish Machine ✓
Mopping (Indust.) ✓
Food Line Supply____
Trash Disposal ✓
Food Serving ______

"Keeping Busy"______
Clerical ______
Pot Scrubbing ✓
Other ______

Medications? DILANTIN, TEGRETOL

Medical Complications/Conditions? SEIZURES, ASTHMA
ROBERT'S SEIZURES ARE CONTROLLED AT THIS TIME.

Additional Comments? Robert held A previous job for two days through Another supported employment project. He was disruptive on the job, throwing food in the kitchen AND REFUSING TO WORK. He states that he WANTS TO WORK NOW

Please overlay your letterhead in this space. The letterhead should designate the supported employment provider, not a state agency which represents more than one provider. Take care not to cover the page number designation or the title of the form. Also, do not change the layout of the form in any way.

JOB SCREENING FORM (Revised 6/90)

Please complete one Job Screening Form for each job the consumer had during the period in question. All items refer to this particular position at this particular company for this particular location.

Consumer

Name: ____
SSN: ____

Staff Member Completing Form

Name: Sue Johnson
ID Code: 02

Company

Name: ____
ID Code: ____

Screening Date: 07 / 30 / 91
mo day yr

Type of Service/Employment for this Report (Select one): ____

1 = Work activity or Sheltered employment
2 = Entrepreneurial
3 = Mobile work crew
4 = Enclave
5 = Supported job
[✓ 6] = Supported competitive employment
7 = Time-limited (No ongoing services anticipated)
8 = Other (Specify: ____)

Type of Screening: Initial ✓ Ongoing ____ Final ____

Job Title: LAUNDREY ATTENDANT

Current hourly wage (or wage at last date of employment in this position): $4.15
Did a wage change occur since the last Job Screening or Job Update? Yes____ No____

If yes, complete this section:
Hourly rate changed from $____ to $____ on __/__/__
Hourly rate changed from $____ to $____ on __/__/__

Number of Hours per Week: 20 Months per Year: 12
If less than 12 months per year, what months is the job not available? ____

Number of employees in this company at this location: 40
Number of employees without disabilities in immediate area (50 ft. radius): 5
Number of other employees with disabilities: 0
In immediate area (50 ft. radius): 0
Number of other employees in this position: 10
During the same hours: 5

Job Screening Form

General Directions: PLEASE DO NOT LEAVE ANY ITEM UNANSWERED!

Indicate the most appropriate response for each item based on observations of the job and interviews with employers, supervisors, and coworkers. Also circle CI (critically important), I (important), LI (less important), or NI (not important) for each item, to indicate its level of importance in ***this position***.

1. Schedule: (Circle Yes or No for each item)	Weekend Work Required	Evening Work Required	Part-Time Job	Full-Time Job
	[✓ Yes]/No	Yes/[✓ No]	[✓ Yes]/No	[✓ Yes]/No

[✓ CI] / I / LI / NI
Specific/Comments: WEEK-END ROTATION

2. Travel Location (Circle Yes or No for each item)	On Public Transportation Route	On Handicapped Transportation Route
	[✓ Yes]/ No	[✓ Yes]/ No

[✓ CI] / I / LI / NI
Specific/Comments:

3. Strength; Lifting & Carrying:	Very Light Work (<10 lbs)	Light Work (10-20 lbs)	Average Work (30-40 lbs)	Heavy Work (>50 lbs)
	✓	___	___	___

CI / [✓ I] / LI / NI
Specific/Comments:

4. Endurance: (No breaks)	Work Required for <2 hours	Work Required for 2-3 hours	Work Required for 3-4 hours	Work Required for >4 hours
	✓	___	___	___

CI / I / [✓ LI] / NI
Specific/Comments:

5. Orienting:	Small area Only	One Room	Several Rooms	Building Wide	Building/ Grounds
	___	✓	___	___	___

CI / I / [✓ LI] / NI
Specific/Comments: ONE HALLWAY TO LAUNDRY ROOM

6. Physical Mobility:	Sit/Stand In One Area	Fair Ambulation Required	Stairs/Minor Obstacles	Full Physical Requirements
	✓	___	___	___

CI / I / [✓ LI] / NI
Specific/Comments: PRIMARILY STAND IN ONE AREA

7. Work Pace:	Slow Pace	Average Steady Pace	Sometimes Fast Pace	Continual Fast Pace
	___	✓	___	___

CI / [✓ I] / LI / NI
Specific/Comments: FOLD 4-5 LARGE BASKETS PER SHIFT

Job Screening Form

8. Appearance Requirements: Grooming of Little Importance___ Cleanliness Only Required___ [✓ Neat and Clean Required___] Grooming Very Important___

CI / [✓ I] / LI / NI
Specific/Comments:

---

9. Communication Required: [✓ None/Minimal___] Key Words/ Signs Needed___ Unclear Speech Accepted___ Clear speech in Sentences/ Signs Needed___

CI / I / [✓ LI] / NI
Specific/Comments: EMPLOYEES DO NOT TALK DURING WORK SHIFT

---

10. Social Interactions: Social Interactions Not Required___ [✓ Appropriate Responses Required___] Social Interactions Required Infrequently___ Social Interactions Required Frequently___

CI / [✓ I] / LI / NI
Specific/Comments: WITH SUPERVISOR

---

11. Behavior Acceptance Range: Many Unusual Behaviors Accepted____ [✓ Few Unusual Behaviors Accepted___] No Unusual Behaviors Accepted___

CI / I / [✓ LI] / NI
Specific/Comments:

---

12. Attention to Task / Perseverence: Frequent Prompts Available___ [✓ Intermittent Prompts/High Supervision Available___] Intermittent Prompts/Low Supervision Available___ Infrequent Prompts/Low Supervision Available___

[✓ CI] / I / LI / NI
Specific/Comments: SUPERVISOR IS IN THE IMMEDIATE WORK AREA AT ALL TIMES

---

13. Sequencing of Job Duties: Only One Task Required at a time___ [✓ 2-3 Tasks Required in Squence___] 4-6 Tasks Required in Sequence___ 7 or more Tasks Required in Squence___

CI / [✓ I] / LI / NI
Specific/Comments: IRON ; STACK NAPKINS
FOLD TOWELS AND WASHCLOTHS

---

14. Initiation of Work/Motivation [✓ Initiation of Work Required___] Volunteering Helpful ___ Staff will Prompt to Next Task___

CI / [✓ I] / LI / NI
Specific/Comments: BASKET IS BROUGHT TO WORK STATION BY OTHER EMPLOYEE – NATURAL CUE TO DEGIN WORK.

Indicate the most appropriate response for each item based on observations of the job and interviews with employers, supervisors, and coworkers. Also circle CI (critically important), I (important), LI (less important), or NI (not important) for each item, to indicate its level of importance in this position.

15. Daily Changes In Routine:	7 or More Changes___	4-6 Task Changes___	2-3 Task Changes___	No Task Changes ✓

CI / [✓ I] / LI / NI
Specifics/Comments:

16. Reinforcement Available:	Frequent Reinforcement Available___	Reinforcement Intermittent (daily) ✓	Reinforcement Infrequent (weekly)___	Minimal Reinforcement (pay check)___

CI / [✓ I] / LI / NI
Specifics/Comments:

17. Employer Attitude:	Very Supportive of Workers with Disabilities ✓	Supportive with Reservations___	Indifferent to Workers With Disabilities___	Negative toward Workers with Disabilities___

CI / [✓ I] / LI / NI
Specifics/Comments:

18. Employer's Financial Requirements:	Financial Incentives Not Necessary___	Tax Credit or Incentive (e.g., TJTC, OJT) ✓	Subminimum Wage___

CI / I / [✓ LI] / NI
Specifics/Comments:

19. Object Discrimination:	Does Not Need to Distinguish Between Work Supplies___	Must Distinguish Between Work Supplies with an External Cue___	Must Distinguish Between Work Supplies ✓

CI / I / LI / NI
Specifics/Comments: i.e. colors, sizes, wet vs. dry laundry dirty vs clean etc.

20. Time:	Time Factors Not Important ✓	Must Identify Breaks/Meals/ Etc.___	Must Tell Time to the Hour___	Must Tell Time to the Minute___

CI / I / LI / [✓ NI]
Specifics/Comments:

21. Functional Reading:	None ✓	Sight Words/ Symbols___	Simple Reading___	Fluent Reading___

CI / I / LI / [✓ NI]
Specifics/Comments:

22. Functional Math:

None ✓
Simple Counting___
Simple Addition/Subtraction___
Complex Computational Skills___

CI / I / LI / [✓ NI]
Specifics/Comments:

23. Street Crossing:

None ✓
Must Cross 2 Lane Street with Light___
Must Cross 2 Lane Street W/O Light___
Must Cross 4 Lane Street with Light___
Must Cross 4 Lane Street W/O Light___

CI / I / LI / [✓ NI]
Specifics/Comments:

24. Visibility To Public:

Consumer Not Visible ✓
Occasionally Visible___
Regularly Visible___
Visible Throughout the Day/Ongoing___

CI / I / LI / [✓ NI]
Specifics/Comments:

25. Benefits of Job:

[✓ Yes] / No 0 = None
Yes / [✓ No] 1 = Sick Leave
Yes / [✓ No] 2 = Medical/Health Benefits
Yes / [✓ No] 3 = Paid Vacation/Annual Leave
Yes / [✓ No] 4 = Dental Benefits
Yes / [✓ No] 5 = Employee Discounts
Yes / [✓ No] 6 = Free or Reduced Meals
Yes / [✓ No] 7 = Other(Specify):________________

Benefits for full-time staff only -

26. Level of Social Contact: (circle one)

(0) - Employment in a segregated setting in which the majority of interactions with persons without disabilities are with caregivers or service providers.
Example: Adult Activity Center.

(1) - Employment in an integrated environment on a shift or position which is isolated. Contact with coworkers without disabilities or supervisors is minimal.
Example: Night Janitor.

(2) - Employment in an integrated environment on a shift or position which is relatively isolated. Contact with coworkers without disabilities or supervisors is available at lunch or break. Example: Pot Scrubber.

[✓ (3)] - Employment in an integrated environment in a position requiring a moderate level of task dependency and coworker interaction.
Example: Dishwasher required to keep plate supply stacked for cooks.

(4) - Employment in an integrated environment in a position requiring a high degree of task dependency and coworker interaction and/or high level of contact with customers. Example: Busperson/Porter.

27. CHECK ALL THAT APPLY TO POSITION:

Bus Tables ___
Food Prep. ___
Buffing ___
Dusting ___
Stocking ___

Sweeping ___
Assembly ✓
Vacuuming ___
Restroom Cleaning ___
Washing Equipment ___

Dish Machine Use ___
Mopping(Indust.) ___
Food Line Supply ___
Trash Disposal ___
Food Serving ___

"Keeping Busy" ___
Clerical ___
Pot Scrubbing ___
Other ___

COMMENTS:

Rate of employee turnover (annual percentage):

Overall: 100% ANNUAlly This position: SAME

Number of supervisors: 1 Rate of supervisor turnover: SAME supervisor for two years

Written job description available? yes

What are absolute "don'ts" for an employee in this position? (Manager's pet peeves, reasons for dismissal,etc.)

① TAlking during work time
② Poor hygiene

Environmental characteristics (physical barriers, temperature extremes, etc.):

Environment is VERY loud due to constant running of Machines.

Additional Comments:

FORM DEVELOPED BY THE REHABILITATION RESEARCH AND TRAINING CENTER
VIRGINIA COMMONWEALTH UNIVERSITY

CONSUMER ASSESSMENT HANDOUTS & OVERHEADS

WHAT IS THE PURPOSE OF CONSUMER ASSESSMENT?

The purpose of consumer assessment is to assist an employment specialist with making the best match between a potential employee's strengths, needs, and preferences, and the strengths, needs, and dynamics of the potential employment site.

IT IS NOT INTENDED TO EXCLUDE INDIVIDUALS FROM EMPLOYMENT OPPORTUNITIES.

CONSUMER ASSESSMENT:

. . . the process of evaluating a consumer's current *skills, interests,* and anticipated *support needs* in order to make the best possible job match.

MAJOR FORMS OF CONSUMER ASSESSMENT

- Interviews and informal observations
- Interpretation of formal assessment & evaluation instruments
- Behavioral situational assessments

REFERRAL & PLACEMENT POLICIES

1. **ADVERTISE** program & services.

2. **IDENTIFY** the type of referrals your program accepts.

   * Be Specific *

3. **DEVELOP** referral packet.

   - Make sure referral information is complete.

   - Obtain release of pertinent information.

     - SCHOOL SYSTEM
     - VOCATIONAL REHABILITATION
     - SOCIAL SECURITY
     - MEDICAL FACILITIES
     - REHABILITATION FACILITIES
     - PSYCHOLOGICAL TESTING
     - DMV
     - COUNSELING
     - CRIMINAL RECORD

CONSUMER ASSESSMENT ACTIVITIES

- **Conduct Interviews with the Consumer and Other Key Persons.**

  * *family support*
  * *employment outcomes*
  * *transportation possibilities\*
  * *work history*
  * *motivation/initiation*
  * *clarify information*
  * *job requirements (hours, wages, location)*

- **Observe the Consumer in Various Environments and Situations.**

  * *home*
  * *office*
  * *restaurant*
  * *public transportation*

- **Interpret Formal Assessment and Evaluation Instruments.**

  * *educational*
  * *vocational*
  * *neuropsychological*
  * *psychological*
  * *medical*

- **Communicate with Consumer and Family Members.**

  * *impact of employment on benefits*
  * *financial requirements*
  * *case management needs*

- **Complete Situational/Behavioral Assessments.**

  * *real job site in the community*
  * *community-based activity*
  * *simulated work setting*

- **Summarize Assessment Information Using a Consumer Screening Form.**

  * *provides focus for job development*

REVIEW OF RECORDS

* Learn methods to interpret assessment and evaluation instruments.

* Identify and record pertinent information:

- o *General Work Characteristics*
- o *Family Support*
- o *Motivation / Initiation*
- o *Behavioral Information*

* Beware of subjective file information!

* Current vs. dated information.

* Check for consistency!

LIMITATIONS OF FORMAL ASSESSMENTS IN SUPPORTED EMPLOYMENT

PREDICTION ORIENTATION

LACK OF EVIDENCE THAT SCORES ON THE TESTS ARE RELATED TO SUCCESS IN EMPLOYMENT.

VALIDITY AND RELIABILITY OF THE MEASURES ARE QUESTIONABLE.

EVALUATION TECHNIQUES THAT FOCUS ON PRIOR LEARNING HIGHLIGHT THE LIMITATIONS OF THE INDIVIDUAL.

Resulting in
the

REJECTION MODEL

SUPPORTED EMPLOYMENT IS A ZERO REJECT MODEL!

* * *

ASSESSMENT SHOULD FACILITATE A JOB MATCH BETWEEN THE PERSON & THE COMMUNITY.

CONSUMER ASSESSMENT SHOULD PROVIDE

IDENTIFICATION OF INDIVIDUAL TRAINING NEEDS

NOT JUST

MEASUREMENT OF PRIOR LEARNING

SITUATIONAL ASSESSMENTS

- **Identify behaviors to observe.**
  - **Identify environments to observe.**
    - ***Develop a community-based assessment process.***
      - ***Record activities observed.***
        - ***Identify support/follow-up needs.***

STEPS IN DEVELOPING SITUATIONAL ASSESSMENTS

1. *IDENTIFY JOBS IN THE COMMUNITY:*
    - Survey the Yellow Pages.
    - Read the Want Ads.
    - Review Jobs Held by Other Individuals with Disabilities.

2. *IDENTIFY BUSINESSES WITH THE TARGETED JOBS.*

3. *CONTACT THE PERSONNEL DIRECTOR.*

By Phone:

- Describe the Program.
- Identify Potential Jobs.
- Schedule an Appointment to Visit.

Visit in Person:

- Describe situational assessments.
- Discuss employer, trainer, and trainee responsibilities.
- Develop a contract with the business.
- Meet with department supervisors.
- Observe in the departments.
- Send a thank-you letter.

4. *IDENTIFY AND ANALYZE JOBS.*

- Observe the coworkers.
- Select the jobs.
- Develop a job duty schedule.
- Develop task analyses.

5. *SCHEDULE THE ASSESSMENTS.*

- Identify available time with department supervisors.
- Send copy of schedule to personnel.
- Contact appropriate individuals.
- Develop a job information fact sheet for each assessment site.
- Obtain appropriate releases.

6. *CONDUCT THE ASSESSMENTS.*

- Develop a situational assessment form.
- Summarize information.
- Provide feedback to appropriate individuals.
- Send Thank-you letters to Supervisors.

SITUATIONAL ASSESSMENT
JOB INFORMATION FACT SHEET

JOB SITE ADDRESS & PHONE

PRIMARY CONTACT PERSON

DEPARTMENT

LOCATION

SUPERVISOR & ASSISTANT

PHONE/EXT.

POSITION/JOB DUTIES

HOURS

UNIFORM

GENERAL DESCRIPTION/ EXPECTATIONS

CONDUCT BEHAVIORAL/SITUATIONAL ASSESSMENTS TO DETERMINE:

1. ENDURANCE
2. STRENGTH
3. COMMUNICATIONS SKILLS
4. RESPONSE TO SUPERVISION
5. JOB PREFERENCES
6. RESPONSE TO FACTORS IN THE ENVIRONMENT i.e.
   noise, movement, objects, space, etc.
7. OPTIMAL TIME OF WORK PERFORMANCE.
8. RESPONSE TO CO-WORKERS, ETC.

CHARACTERISTICS OF SUPPORTED EMPLOYMENT ASSESSMENT:

- FACILITATES A PLAN OF ACTION FOR EMPLOYMENT
- IDENTIFIES TRAINING & SERVICE NEEDS
- IS COMMUNITY REFERENCED FOR INSTRUCTIONAL DECISION MAKING
- DETERMINES IF OUTCOMES ARE WITHIN AN ACCEPTABLE RANGE OF JOB PERFORMANCE
- IDENTIFIES EVALUATION TECHNIQUES THAT ARE ON-GOING IN ORDER TO ENSURE RETRAINING AS NECESSARY.

ELIGIBILITY FOR SUPPORTED EMPLOYMENT SHOULD NOT BE BASED ON SKILL DEFICITS!

ELIGIBILITY SHOULD BE BASED ON:

Job Inventory Data

Job Availability

Supportive Family

Transportation Availability

Economic Considerations

Good assessment leads to successful employment!

JOB PLACEMENT HANDOUTS & OVERHEADS

WHAT IS A GOOD JOB MATCH?

- Successful employment may depend more on the match between people and their environments than on the personal characteristics of individuals.

(Berkson & Romer, 1980)

- The goal of job placement and maintenance is to maximize the fit or congruence. Congruence occurs when an individual's behavior is in harmony with the expectations of the environment.

(Thurman, 1977)

- A job match is the relationships and interdependence between the physical, social, and organizational ecologies of a work place.

(Chadsey-Rusch & Rusch, 1988)

- A job match is comparison of a person's behavioral capabilities and the performance requirements of the job including the identification of important mismatches.

(Schalock & Jensen, 1986)

MYTHS ABOUT JOB MATCHING

- **A willing employer is always an appropriate employer.**
- **Hurry, before we lose the job!!!**
- **All we need to check for is transportation and family support.**
- **If the pay and the hour fit...TAKE IT!!**
- **All you really need is one of "those" forms.**

FACTORS FOR GOOD JOB MATCHING

LEVEL 1: ACTION-TOOLS

- *Time and more time*
- *Multiple observations*
- *Cross referencing*
- *Asking "the obvious"*

LEVEL II: SUBTLE INFORMATION & OBSERVATION

- *Personality*
- *Medical concerns*
- *Effort!!*
- *Likes and dislikes*
- *Environment*

PLACEMENT ACTIVITIES

**** TRANSPORTATION ARRANGEMENTS

**** PARENT NOTIFICATION

**** TJTC COMPLETION

**** SOCIAL SECURITY NOTIFICATION

**** CURRENT PROGRAM NOTIFICATION

**** EMERGENCY CONTACT PERSON

**** DRAFT OF SEQUENCE OF JOB DUTIES

**** DRAFT OF TASK ANALYSIS

**** VOCATIONAL REHABILITATION & MENTAL HEALTH/MENTAL RETARDATION NOTIFICATION

KEY FACTORS IN JOB PLACEMENT

Accessibility to Job

Client Motivation

Family Support

Physical Ability

Social Behavior

Daily Living Skills

Job Interview Guidelines

BEFORE THE INTERVIEW:

- **INFORM THE CLIENT OF THE DATE AND TIME OF THE INTERVIEW.**
- **EMPHASIZE THAT THE CLIENT SHOULD BE APPROPRIATELY DRESSED.**
- **REVIEW APPROPRIATE BEHAVIOR.**
- **ARRANGE TO TRANSPORT THE CLIENT.**
- **BRING CLIENT INFORMATION TO THE INTERVIEW.**

Job Interview Guidelines

DURING THE INTERVIEW:

- TAKE AN ACTIVE ROLE AS NECESSARY.
- DISCUSS PAY RATE, HOURS, BENEFITS, ETC. FOR THE CLIENT'S INFORMATION.
- NEGOTIATE FOR A WORK START DATE.

AFTER THE INTERVIEW:

- ENTHUSIASTIC CONGRATULATIONS FOR YOUR CLIENT!
- NOTIFY THE CLIENT'S FAMILY SO THAT ARRANGEMENTS CAN BE MADE FOR THE CLIENT'S FIRST DAY OF WORK.

Job Site Training

The supported work model of competitive employment for persons with severe disabilities is a person oriented process. A key difference between supported employment and other less intensive job placement approaches is the availability of an employment specialist to work alongside the new employee for as long as necessary. In the supported work approach to job site training, a trained professional provides intensive on-site instruction, advocates on behalf of a worker, and assures that work is completed to the employer's standard. This allows individuals with severe disabilities who do not possess all the necessary work or social skills required for immediate job success to be placed into competitive employment.

Job site training involves direct systematic instruction of job tasks and related behavioral skills such as communication, on-task behavior, and appropriate use of meal and break times. This period of direct instruction can vary from several weeks to several months depending on the skill level of the employment specialist, the skill level of the new employee, and the complexity of the job. For organizational purposes job site training will be divided into three phases: 1) orientation and assessment phase; 2) initial training and skill acquisition phase; and 3) job stabilization phase.

Orientation and Assessment Phase

During this initial phase of job site training the employment specialist will be required to work alongside the new employee, often performing much of the job him/herself. The orientation and assessment phase calls for the close analysis of the work environment while orienting the new employee to the community and to the job site. In addition, the employment specialist should be establishing a rapport with the new employee's supervisors, coworkers, and interested family members. This phase of job site training is considered complete when the new worker is familiar with the general expectations of the job and can independently orient herself/himself within the work environment (Moon, et al., 1990).

Initial Training/Skill Acquisition Phase

After a job duty analysis has been completed and a daily work routine established, systematic instruction of targeted job skills begins. This phase of job site training is referred to as the initial training/skill acquisition phase. The primary focus for the employment specialist is to develop instructional programs for the new employee to achieve independence in the performance of the job. Critical components of training include: establishing a training schedule, using natural supports, designing a task analysis that incorporates natural cues, determining the employee's initial performance level, selecting an appropriate instructional technique, identifying a reinforcer, developing a schedule of reinforcement, assessing worker performance, revising the instructional program, and establishing a plan for systematically fading intervention by the employment specialist.

Stabilization Phase

The final stage of job site training is referred to as job stabilization. This phase begins once the new employee has learned to perform all the skills necessary to correctly execute a major job duty. The employment specialist must ensure that the performance of the duty is maintained to company standards under normal working conditions. During this phase of job site training the employment specialist is concerned with increasing the employee's production rate, implementing job stabilization procedures, expanding performance across job duties, and implementing procedures for fading from the job site.

Advocacy is a major component of effective job site training. Employment specialists need to be aware of the personal needs and interests of each employee and work with individuals to become physically as well as socially integrated at a job site. Working with the new employee to establish friendships as well as educating supervisors and coworkers about persons with disabilities should be part of a comprehensive plan for advocacy. Planning out structured activities for advocacy will go a long ways in stabilizing a supported employees at his or her job site.

Job Site Training Competencies

An effective model for delivering supported employment staff development training is through a competency-based design (Barcus et al., 1988; Buckley, Albin, & Mank, 1988; Renzaglia & Everson, 1990). Employment specialists need to develop a core set of competencies to provide a range of quality job site training services. Job site training encompasses a broad set of skills and abilities which are typically delivered on a competitive employment site. The three phases of job site training have been identified as orientation and assessment, initial training & skill acquisition, and job stabilization. Within each of these three phases is a listing of specific competencies necessary for an employment specialist to assist an individual with a severe disability to independently perform his/her job according to specific company standards.

PHASE	COMPETENCIES
Orientation & Assessment Phase	• Orient worker to the community (selecting travel option, designing & implementing travel training program) • Establish rapport with supervisors, coworkers, and family • Orient new employee to the work environment • Finalize sequence of job duties • Analyze specific job duties • Reassess job/worker compatibility • Identify natural supports in the work environment (both formal and informal mechanisms) • Identify natural reinforcers in the work environment
Initial Training & Skill Acquisition Phase	• Establish a training schedule • Task analyze job duty(ies) to be instructed • Establish an instructional program to include: - schedule for training - reinforcement procedure - job duty analysis - data collection procedure - training/instructional procedure • Describe types of response prompts • Describe two procedures to fade response prompts • Demonstrate application of two different instructional strategies

Job Site Training Competencies
(continued)

PHASE	COMPETENCIES
Initial Training & Skill Acquisition Phase (continued)	• Utilizes appropriate reinforcement techniques (include selecting, timing, schedule of delivery, and thinning) • Graph data • Analyze instructional program • Uses and interprets prompt data • Selects and implements appropriate job adaptations that match the needs of the worker • Selects and implements appropriate compensatory strategies to aid worker independence
Stabilization	• Makes or seeks assistance in designing job modifications • Increase worker production rate • Design and implement program to use natural occurring cues • Design and implement strategies utilizing natural occurring contingencies • Design and implement program utilizing natural occurring reinforcers • Monitor worker on-task behavior • Assist worker in using self-management strategies • Expand worker performance (across supervisors, job duties, and interpersonal situations) • Systematically fade from job site assistance and presence

Supported Employment Needs Assessment
Component: Job Site Training

Each of the following items in this needs assessment instrument has been identified as a critical skill specific to job site training. For each item score the extent to which you feel the item reflects a training need you currently have in the area of supported employment. Please circle the one most correct response.

5. I am qualified in this area and do not need any further training.

4 I have knowledge/experience in this area but would like to receive advanced level training.

3. I have adequate knowledge/experience in this area but would like to receive additional training as time allows.

2. I have limited knowledge in this area and need additional training.

1. I am unqualified in this area and need training as soon as possible.

Core Training Areas	Qualified 5	4	Adequate 3	2	Unqualified 1
Orientation & Assessment					
Orient worker to the community:					
- select travel/mobility option	5	4	3	2	1
- design travel/mobility program	5	4	3	2	1
- implement travel/mobility program	5	4	3	2	1
Establish rapport:					
- employer	5	4	3	2	1
- coworker	5	4	3	2	1
- parent/family member	5	4	3	2	1
- consumer	5	4	3	2	1
Orient new employee to work environment	5	4	3	2	1
Identify sequence of job duties	5	4	3	2	1
Analyze specific job duties	5	4	3	2	1
Assess job/worker compatibility	5	4	3	2	1
Identify natural supports in work environment	5	4	3	2	1
Identify natural reinforcers in work	5	4	3	2	1

Core Training Areas	Qualified 5	4	Adequate 3	2	Unqualified 1
Initial Training & Skill Acquisition					
Design and implement an instructional program to include:					
- schedule for training	5	4	3	2	1
- job duty task analysis	5	4	3	2	1
- reinforcement procedures	5	4	3	2	1
- training/instructional procedures	5	4	3	2	1
- data collection procedures	5	4	3	2	1
Utilizes at least two instructional strategies	5	4	3	2	1
Utilizes appropriate reinforcement techniques:					
- selection	5	4	3	2	1
- timing	5	4	3	2	1
- schedule of delivery	5	4	3	2	1
- thinning	5	4	3	2	1
Graph data	5	4	3	2	1
Analyze instructional program	5	4	3	2	1
Uses and interprets probe data	5	4	3	2	1
Uses and interprets prompt data	5	4	3	2	1
Selects and implements appropriate job adaptations that match the needs of the worker	5	4	3	2	1
Selects and implements appropriate compensatory strategies to aid worker independence	5	4	3	2	1
Identify need for and makes job modifications	5	4	3	2	1
Stabilization					
Increase worker production rate:					
- verify company production standards	5	4	3	2	1
- determine worker production level	5	4	3	2	1
- design and implement instructional procedure	5	4	3	2	1
- implement strategies utilizing naturally occurring contingencies	5	4	3	2	1
Design and implement program utilizing naturally occurring reinforcers	5	4	3	2	1
Monitor worker on-task behavior	5	4	3	2	1
Monitor work quality	5	4	3	2	1
Assist worker in using self-management strategies	5	4	3	2	1
Expand worker performance across:					
- supervisors/coworkers	5	4	3	2	1
- job duties	5	4	3	2	1
- interpersonal situations	5	4	3	2	1
Design and implement procedure to fade trainer assistance and presence	5	4	3	2	1

Job Site Training Evaluation

Evaluation of training should always be multi-level. Previous sections of this manual have described different models for evaluation. Job site training is an excellent area, of supported employment, where a trainer can assess learned behavior. For example if the trainer had conducted field work training, similar to the sample provided in the activities section of this chapter, then their would be an opportunity to assess observable and measurable change within the training situation. Another form of evaluation is to have the participant complete a self evaluation. This is method will provide an opportunity for participants to begin to analyze their own personal development needs. Once these needs are identified than the trainer and the participant can draft a plan for staff development. A self assessment form specific to job site training is included in this section. Trainers should modify this form and make it specific to learning goals of the individual training session. The example is one that we have used in our Internship field work training.

Job Site Training Questionnaire

1. The organization of this training was:
Comments:

Excellent **Poor**
5 4 3 2 1

2. The training activities and/or exercises were:
Comments:

Excellent **Poor**
5 4 3 2 1

3. The job site training lectures were:
Comments:

Excellent **Poor**
5 4 3 2 1

4. The job site training aids and/or resources were:
Comments:

Excellent **Poor**
5 4 3 2 1

5. Overall:
Comments:

Excellent **Poor**
5 4 3 2 1

* If I was leading this training I would: ______________________

Job Site Training Self-Assessment

Employment Specialist: ______________________ Date: __________

I. Today's job site training field work experience made me realize that I need:

A. ______________________________

B. ______________________________

C. ______________________________

II. My plans for meeting these needs are:

Plans for Need A:

____

____

____

Plans for Need B:

____

____

____

Plans for Need C:

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____

____

III. Potential obstacles that need to be worked out:

____

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Training Activities

The sample training activities provided in the job-site training section of this manual have specifically been developed for training employment specialists. Each of these activities have undergone some revision based upon the feedback that we have received from employment specialists across the country. For additional assistance, we have developed a cover sheet with each activity that identifies the activity, goal, material needed, time required and special trainer notes. The following activities can be found in this section:

Job Site Training Activities

1. *"Developing Consistent Training Strategies"*
2. *"First Day of Work"*
3. *"Help I'm Lost Again!"*
4. *"The Honeymoon is Over"*
5. *"I Got the Job, Now What Do I Do?"*
6. *"Pop Quiz"*
7. *"Natural Cues"*
8. *"Completing a Task Analysis"*
9. *"Instructional Bingo"*
10. *"Applying Instructional Strategies and Data Collection Methods"*
11. *"Problem-Solving Job Site Situations"*
12. *"Rehabilitation Technology in Action"*
13. *"Self Management"*

Activity: "Developing Consistent Training Strategies"

Supported Work Component: Job Site Training

Goal of Activity: The goal of this activity is to emphasize the need for consistent training strategies through a practical experience.

Materials:

- Pencils
- Watch with Second Hand
- Activity Worksheets

Time Allotted: 10 minutes

Summary of Activity: Prior to the activity prepare a set of materials for each participant. It is helpful to paperclip the four activity sheets together in the order found in this manual. The trainer will notice that three sheets are the same while the fourth has the letters spelling supported employment in a different order. Tell the participants that they will be playing a game of connect the letters in supported employment. Explain that each person will be given four sheets of paper. These sheets should be placed face down on the table in front of each person. At this point, each participant should have the three pieces of paper that are similar on the top of the stack and the different form on the bottom. **Specify that they are not to look at the sheets or change the order.** When the trainer says to start, the participants should turn over the top sheet in his/her stack and start to connect the letters spelling supported employment. They are given 10 seconds for this and then told to stop. Repeat the procedure for each page.

After connect-a-letter portion of the activity is completed, briefly discuss the purpose of the game. Talk about the relationship to changing training strategies for individuals during job site training. Some of the following questions may be helpful:

1. ***How did you feel when you discovered the last sheet was different?***
2. ***Did you notice that you were "learning" the activity as you practiced connecting the letters from one page to the next?***
3. ***How can you compare this to changing instructions on a job site for individuals with disabilities? (e.g. Imagine how confused a consumer might become if you constantly changed the job duty analysis or task analysis during initial skill acquisition.)***

Note: This activity was designed for use in a small or large group format and may not be useful during individual training sessions.

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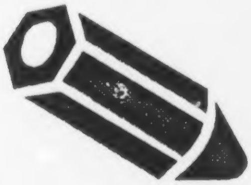

LET'S SPELL SUPPORTED EMPLOYMENT!

LET'S SPELL SUPPORTED EMPLOYMENT!

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LET'S SPELL SUPPORTED EMPLOYMENT!

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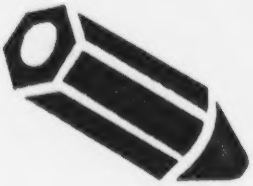

LET'S SPELL SUPPORTED EMPLOYMENT!

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Activity: "First Day of Work"

Supported Work Component: Job Site Training

Goal of Activity: The purpose of this activity is to stimulate participants to develop strategies for making the first day of work a positive experience.

Materials:
- One set of First Day of Work scenarios
- Pencil
- Flipchart and Markers

Time Allotted: 15 - 20 minutes

Summary of Activity: This activity can be used to begin a lecture on the orientation and assessment phase of job site training. Sample first day of work scenarios are provided as a guide for the trainer. He/she should develop examples based upon the characteristics of the consumers served by the participants. Prior to conducting this activity the trainer should generate a discussion about how a new employee might feels on his or her first day of work. This can be done by posing the following two questions: "Can you remember how you felt on your first day of work as an employment specialist?" "As you recall that day, can you describe some of the feelings that you experienced?"

Individual Training Session: Following the discussion of how most new employees feel the first day on the job, distribute first day of work scenarios. Give the employment specialist approximately 5 minutes to read and respond to the three situations. At the end of this time period provide an opportunity to discuss solutions and/or strategies to each situation. Spend 10 minutes developing proactive strategies for the first day of work.

Small or Large Group Format: After the group has had a few minutes to discuss a typical new employee's feelings on his or her first day of work, pass out the first day of work scenarios. Divide the large group into smaller groups of 2-3 individuals for a 5 minute problem solving session. If time is limited the trainer can assign a different scenario to each group for completion. Once everyone has completed the assignment conduct a large group discussion using a flip chart to record concerns and strategies for each of the four scenarios.

This activity can also be used in a large group format. The trainer should give the participants a few minutes to read all the scenarios. A flip chart could then be used to summarize information as the group critiques each scenario and develops strategies.

Note: Facilitate a discussion that will guide participants in developing strategies aimed at reducing stress while helping the new employee build self confidence.

First Day of Work Scenarios

This is Chris's first day on the job. He has never worked before. Chris's father called the employment specialist the day before Chris was to go to work to report that Chris was having difficulty sleeping due to the apprehension about his first day of work. ***Chris's father reports that he is beginning to have second thoughts about his son's ability to have a real job.***

Critique this Scenario:

Question:

What actions would you take to assist Chris in having a successful first day of work?

First Day of Work Scenarios

David was injured in an automobile accident and as a result, sustained a traumatic brain injury. He still drives his own automobile but frequently becomes disoriented when he has to drive to new locations. He also has difficulty remembering verbal instructions. David has informed his employment specialist that he wants to drive by himself to his new job which is eight miles from David's house.

Critique this Scenario:

Question:

What strategies would you develop to ensure a positive first day and subsequent week of work?

First Day of Work Scenarios

Martin has severe mental retardation and non-recognizable speech. He has never been taught to use public transportation since he does not understand the concept of money. In addition, David engages in stereotypical body-rocking when he rides on public transportation or in the car with his mother. David's new job is on a public bus route, but his mother states that she is willing to drive him to and from work each day.

***Critique this Scenario*:**

____

____

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***Question*:**

How would you as Martin's employment specialist respond to his mother's offer to provide transportation? Why?

____

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First Day of Work Scenarios

Carla has spastic cerebral palsy that affects her fine motor skills in both hands. She also has some visual perception difficulties that frequently cause her to reverse letters and numbers. The first day on the job, it took Carla twenty minutes to find her time card and punch in and out using the time clock.

Critique this Scenario:

Question:

What strategies would you develop prior to Carla's first day of work?

First Day of Work Scenarios

Mark has moderate mental retardation. He is twenty years old and in his final year of school. Recently, Mark has been employed as a janitor in a small shopping mall three miles away from his home. Mark says that he likes his new job and is adjusting to the 6 am - 1 pm schedule including weekends. After one week, his mother calls his employment specialist and says that the job is too physically demanding for Mark and that she is still concerned about his loss of social security benefits...

Critique this Scenario:

Question:

How would you respond to Mark's mother?

Activity: "Help! I'm Lost Again!"

Supported Work Component: Job Site Training

Goals of Activity: The goal of this activity is to emphasize the need for a well organized plan for orienting the new employee to his/her new job site.

Materials:

- Worksheets for each participant
- Map of work environment
- Flipchart or overhead projector and pens

Time Allotted: 15-20 minutes

Summary of Activity: This simulation activity can be used following a lecture on the orientation phase of job site training. The primary objective is to highlight the importance of developing an orientation plan based on the new employee's strengths and limitations. The training session may be structured using an individual, small group, or large group format. A sample case study is provided, however the trainer may prefer to develop scenarios based on the consumer characteristics served by the participants.

Individual Training Session: Begin by discussing the importance of a systematic plan for orienting an employee to a new worksite. Provide the trainee with the activity scenario and map of the environment. Allow 5 - 10 minutes to complete the task independently and then discuss the orienting plan. This activity also could be completed informally by assigning a new employee to an experienced employment specialist for program planning. In this instance, actual programs developed by the program staff could be provided as training examples.

Small and Large Group Format: Distribute the materials and allow the large group to review the information and ask questions prior to dividing the participants into working pairs or small groups of 2-3 individuals. Give the small groups 5-10 minutes to complete the task independently prior to conducting a large group discussion. Overhead transparencies with the map for the activity could be provided to willing participants for describing their orientation plan, as they indicate the identified plan/route using an overhead pen.

Note: When facilitating this training exercise it is important to stress that participant design a plan that utilizes an employee's strengths. Therefore it is helpful to ask participants why they developed a particular design.

Fred and the Hospital MAZE !!

YOU are an employment specialist who recently placed Fred in a position as a pot scrubber for a local hospital. Fred sustained a traumatic brain injury that resulted in difficulties with task acquisition, memory, and orienting to a new environment. In addition, he has left-sided hemiplegia as well as total loss of vision in his left eye. His right side is dominant.

During the first week of job site training, you notice that Fred uses several different exits and routes while traveling to and from areas within the hospital. He also has become frustrated and lost when leaving the kitchen to find the staff restrooms. Frequently, Fred has even forgotten to sign in for work, because he doesn't pass the managers office.

The attached map shows Fred's work area, the three exits from the kitchen area (marked "A", "B", and "C"), and the front and back exits of the hospital. Fred keeps his coat and lunch in a locker by the smaller office. The door to exit "C" locks behind a worker when it is shut.

Develop a travel route for assisting Fred to complete the following two tasks. Use different color pencils to indicate route #1 and #2.

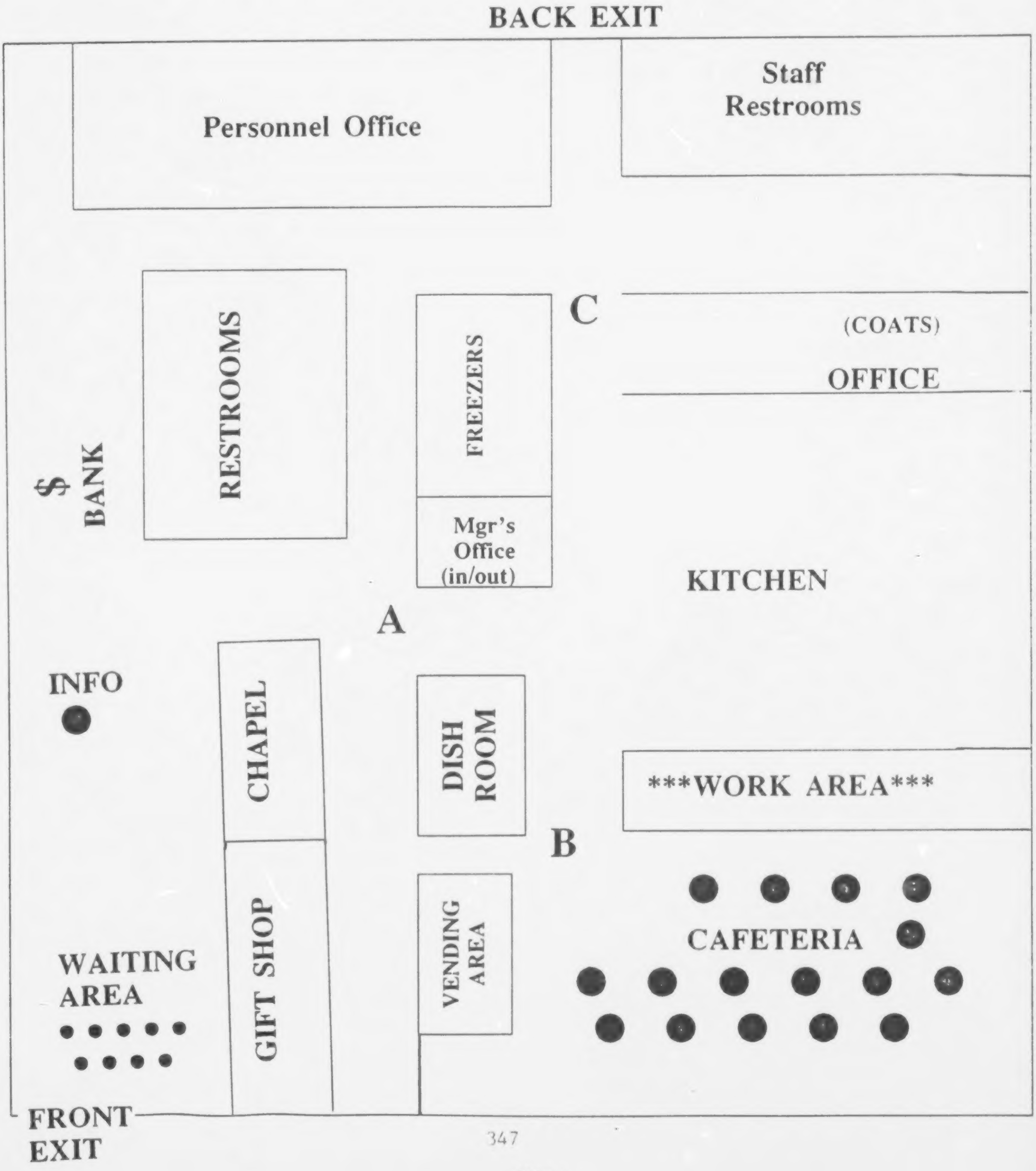
Route #1: ***Develop a route that you would use to train Fred to:***

* enter the hospital
* sign in
* put his lunch & coat away
* go to his work area
* develop route to repeat procedure

Route #2: ***Develop a route that you would use to train Fred to:***

* go to the staff restroom
* return to his locker to pick up lunch
* go to the cafeteria to eat
* return to his work area

Fred and the Hospital MAZE !!



Activity: "The Honeymoon Is Over!"

Supported Work Component: Job Site Training

Goal of Activity: The goal of this activity is to provide an opportunity for employment specialists to practice developing problem solving strategies to typical job site training situations.

Materials:

- One set of job site scenarios for each employment specialist
- Overhead or flipchart
- Markers and pencil

Time Allotted: 20 - 25 minutes

Summary of Activity: Three job site training situations have been provided. These scenarios can be used as they stand or can be modified based upon the characteristics of consumers served by the participants attending the training. The training format can be structured for individual training sessions, small groups of 2-4 participants, or as a large group activity.

Individual Training Session: Initiate this session by assuring the employment specialist that a single answer does not exist for most situations that arise during job site training. Rather, an employment specialist must develop his or her skills in analyzing potential problems and select a strategy for approaching the situation from a variety of options. As the trainer distributes the situations and worksheets, he or she should be explaining that the goal of this activity is to begin to develop problem solving strategies. Allow the participant 10 minutes to read and respond to the three situations with the remaining 10 minutes used for discussion.

Small or Large Group Format: The trainer should begin by dividing the large group into small groups of 2-4 participants. As the groups are being formed, the trainer should distribute the situations and worksheets to each participant. Prior to beginning work on this activity, the trainer should remind participants that the goal of the activity is to develop problem solving skills and therefore, the group should identify a list of possible strategies to approach a given situation. Allow participants 10 minutes to read and respond to the situations and 5 minutes to discuss each scenario, for a total of 15 minutes. If time is limited, the trainer may choose to assign a different job site situation to each group. Regardless of which format the trainer decides to use, a group discussion should be conducted using a flip chart or overhead projector, to record worksheet results.

Note: Assist participants in identifying natural cues, reinforcers and contingencies that they can incorporate into each of the three situations. Remember to implement one strategy at a time and give it time to succeed before trying something else!

Situation 1

Melinda has severe mental retardation and spastic cerebral palsy. She is seventeen years old and lives with her parents. She attends school mornings and has recently been employed as a laundry attendant at a hotel chain. the first two days of employment, Melinda cried and refused to continue working after two hours on the job. Her employment specialist coaxed her back to work. The third day, Melinda's mother called her employment specialist and said that Melinda was sick and unable to go to work . . .

Situation 2

Marcy has sustained a traumatic brain injury that has resulted in difficulties with memory, sequencing and orienting. Prior to her injury, she had been labeled as mildly mentally retarded. Marcy completed a post secondary training program as a kitchen assistant prior to her traumatic brain injury. She has recently been employed as a salad prep person for a fast food restaurant. Marcy has been able to use much of her kitchen assistant training in her new job. However, the fast food restaurant has specific procedures they require staff to use in preparing salads and Marcy frequently complains, "That's not the right way to do it!" In addition, Marcy's employment specialist has never worked in a fast food restaurant before this placement and she knows very little about kitchen work. Marcy frequently refuses instructional cues claiming, "I know more about it than you do!" . . .

Situation 3

Mark has a dual sensory impairment. He is twenty years old and in his final year of school. He has recently been employed in a data entry position at a local office complex three miles away from his home. Mark says he likes his job and is adjusting well to the 6:00 a.m. to 1:00 p.m. schedule including weekends. After three weeks, his father calls his employment specialist and says that the job is too demanding for Mark and that he is still concerned about his loss of social security benefits . . .

Honeymoon Situations Worksheet

1. ***Assessment of Situation:***

2. ***Range of Possible Options:***

3. ***Strategy of Choice and Why:***

4. ***Methods to Evaluate Situation:***

Activity: "I've Got the Job!!! Now What Do I Do?"

Supported Work Component: Job Site Training

Goal of Activity: The goal of this activity is to provide employment specialists with practice in assessing a work environment and sequencing required job duties using natural cues and efficient employee movement patterns.

Materials:

- Restroom and/or Cafeteria Worksheet
- Transparency of Restroom and Cafeteria Worksheet
- Overhead
- Overhead Pen and Pencils

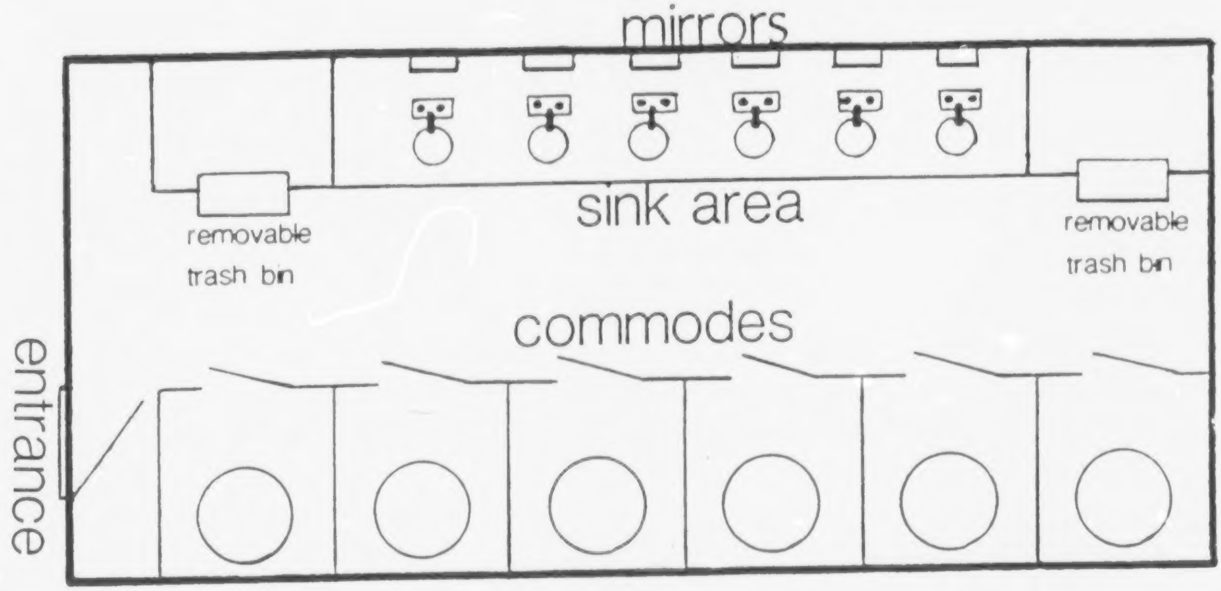
Time Allotted: 15 - 20 minutes

Summary of Activity: This activity was designed to be used in conjunction with a lecture on the importance of sequencing job duties for efficient employee movement patterns utilizing natural cues. Two sample work environments have been included and may be used individually or together depending on the length of the training session. Approximately 5 - 10 minutes will be required for the completion of each environment. The restroom worksheet is generally considered to be easier than the cafeteria worksheet and therefore, it may be more appropriate for beginning employment specialists.

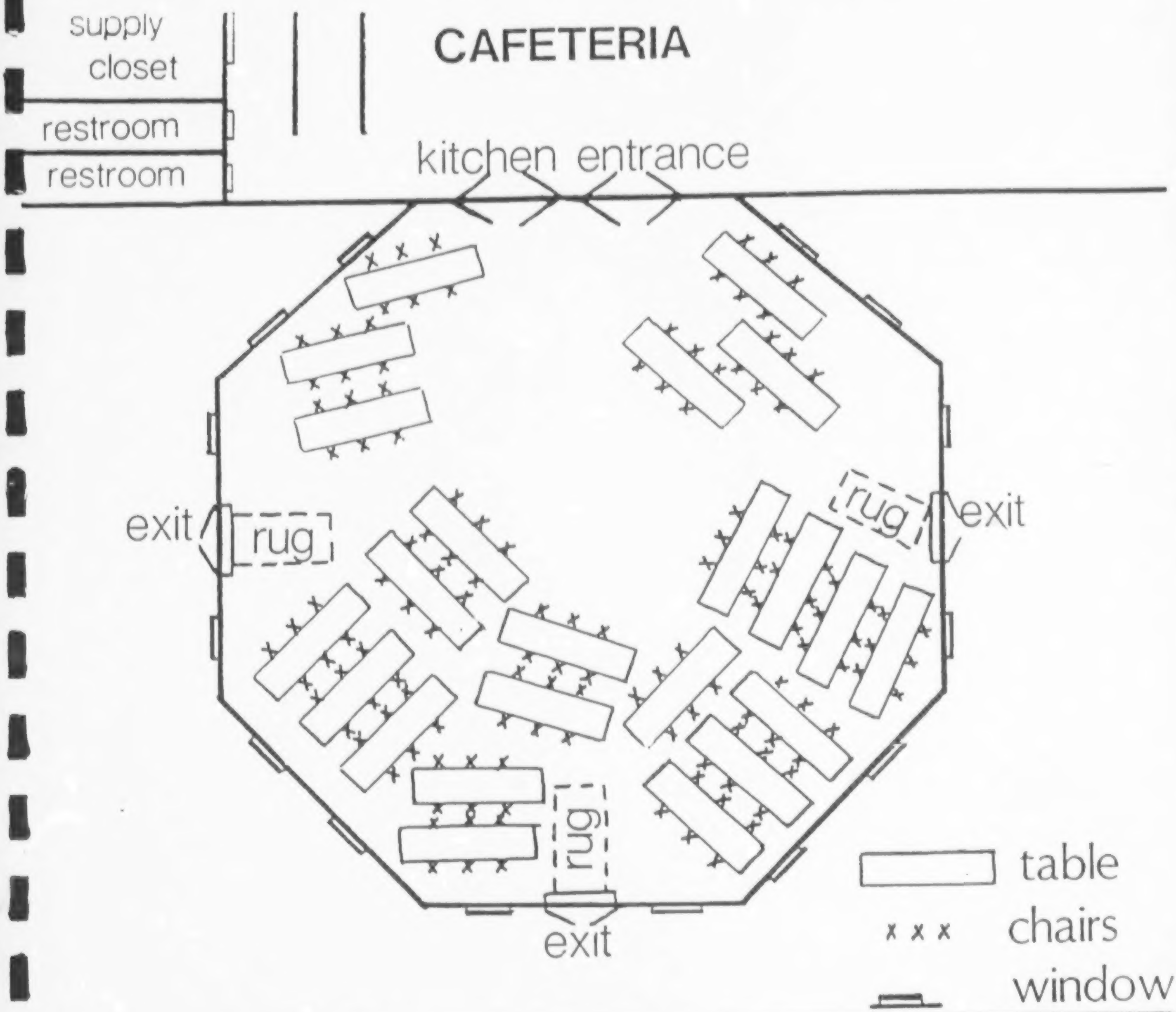
Individual Training Session: Discuss the importance of sequencing job duties for efficient job site training. Explain that consumers may require different strategies based on their strengths and weaknesses. Give the new employment specialist the worksheet(s) and allow 5 - 10 minutes to develop job sequencing ideas. Close the activity with a discussion of the training strategies and rationale for their use.

Small or Large Group Format: The trainer should begin by dividing the large group into small groups of 2-4 participants. As the groups are being formed the trainer should distribute the situations and worksheets to each participant. Give the groups 5 - 10 minutes to assess a work environment and determine an efficient sequence of job duties. When the small groups are finished working, reconvene the participants into the large group and ask them to share their ideas. The trainer can facilitate this interaction by making an overhead transparency of each worksheet and having them available for participant use. A group representative can then stand in front of the large group and explain the sequence of job duties as he/she draws on the transparency with an overhead pen.

RESTROOM



DUTIES	MATERIALS (in closet outside door)
Sweep floor Lightly clean commodes (bowl, seat, and chrome) Empty trash (reuse trash bag) Clean mirrors Clean sink area (standing water; clean bowls, and chrome)	1 Cart 1 Sponge 1 Broom 1 Long handle dust pan 1 Spray can of windex 1 All purpose cleaner spray can (for chrome and porcelain) 1 Round toilet scrub brush 1 Squirt bottle with cleaner (for toilet bowl) 2 Clean dry rags



DUTIES	MATERIALS
	Broom
Stack chairs on top of table	Long handle dust pan
Sweep floor	Dry mop
	Mop bucket
Mop floor	Mop

"Now What Do I Do?" Solutions

SAMPLE OUTCOME FOR RESTROOM WORKSHEET:

Place the cart by the trash bin just inside the rest room entrance. Sequence all job duties so that the employee begins a duty at the far end of the restroom and works toward the cart. For example, empty trash; lightly clean commodes, clean mirrors; clean sink area; and sweep the floor. Supplies might be placed on the cart in the order they will be used. Photographs may be used to assist the employee with matching the supplies as needed. Cleaners with specific color may be used as a natural cue to indicate that an area has been cleaned. For instance, a "pink" toilet bowel cleaner could be sprayed in each toilet as the first step of the task. As a toilet is completed, it is flushed indicating that that one had been cleaned.

SAMPLE OUTCOME FOR CAFETERIA WORKSHEET:

Have the employee use the same pattern to stack chairs, sweep, and mop the cafeteria. The rugs provide a nice naturally occurring cue that divides the cafeteria into quarters. An employee might begin by stacking chairs on the top of tables in the right front side of the cafeteria, and work around the cafeteria, and out the door to the supply closet. This same pattern might be used to mop and sweep the floor. Again, the rugs provide a naturally occurring cue to section off the work environment. The cafeteria provides a unique challenge to both the employment specialist and the employee because it is surrounded by glass windows and is located in the middle of a school campus.

Activity: "Pop Quiz"

Supported Work Component: Job Site Training

Goal of Activity: The purpose of this activity is to provide a new employment specialist(s) with an opportunity to assess their level of knowledge about the initial training and skill acquisition phase of job site training.

Materials:

- List of True/False Questions
- Pencil
- Answer sheet

Time Allotted: 20 minutes

Summary of Activity: The list of questions provides a nice outline of topics to cover when discussing the component of job site training. The trainer may elect to use the worksheet prior to inservice training or as a summary activity.

Individual Training Session: Allow 5 - 10 minutes for the employment specialist to independently read and answer each question. Initiate a discussion regarding each point, allowing the trainee to correct his/her own answers in order to reduce "test" anxiety.

Small and Large Group Format: Distribute the worksheets and allow the participants to independently read and answer each question. Initiate a large group discussion regarding each point allowing the participants to give reasons for their answers. Ask them to score their worksheets using a different color pen so they can review the material at a later date to reflect learned information during the training session.

Note: An alternative strategy would be to ask the participant(s) to fill out the quiz prior to the training session. The sheet should then be put away until the end of the training when each participant would re-answer the test based on information learned during the session. A different color marker could be used to reflect changes in trainee knowledge during the program. Remember to allow the participant(s) to score the test in order to reduce anxiety.

"OH NO!!!" It's a POP Quiz!

1. It is very important to organize the work day's duties into a careful sequence. A new employee could develop poor work habits if trained to follow an inefficient job duty analysis.

TRUE **FALSE**

***Comments*:**

2. It is very important not to let a new employee make errors when first starting work.

TRUE **FALSE**

***Comments*:**

3. A task analysis should be written for each job duty, preferably prior to job placement.

TRUE **FALSE**

***Comments*:**

4. You should never vary the task analysis from the way it is performed by the coworkers.

TRUE **FALSE**

***Comments*:**

"Pop Quiz" (continued)

5. Any training strategy can be used to teach a consumer his/her job.

TRUE **FALSE**

Comments:

6. Data collection on the job site is a luxury, not a necessity.

TRUE **FALSE**

Comments:

7. You should never use an unnatural reinforcement on a job site.

TRUE **FALSE**

Comments:

8. Fading strategies should be considered from day one of initial training.

TRUE **FALSE**

Comments:

9. You should never change an instructional program once you have begun training.

TRUE **FALSE**

Comments:

10. If a consumer has a behavior problem, you should work on eliminating the behavior prior to job placement.

TRUE **FALSE**

Comments:

"POP" Quiz Answer Sheet

1. ***TRUE:*** Designing efficient work routines for the first day of work may assist the new employee in **never** having production problems.

2. ***TRUE:*** A new employee who learns an error pattern must unlearn the old pattern and relearn a new pattern. This is time consuming and not an efficient procedure for training.

3. ***TRUE:*** For every job duty that a new employee must learn, a task analysis (TA) should be written to guide the training. If time permits it is very helpful to have the TA written prior to the first day of work.

4. ***FALSE:*** Coworkers are an excellent source of information for developing a TA, but the TA must be appropriate for the individual employee.

5. ***FALSE:*** While there are a variety of training strategies that employment specialists can utilize, individuals will respond to some strategies better than others.

6. ***FALSE:*** Without some form of job site training data collection the employment specialist will be unsure if the worker can independently perform his/her job and therefore will not know when or how to fade from the job site.

7. ***FALSE:*** In some cases it will be necessary to use unnatural reinforcements to assist a new employee in acquiring new skills. Employment specialists must remember to use appropriate reinforcers, however in time the worker must transfer to using a natural reinforcer.

8. ***TRUE:*** The most successful employment specialist plans for fading when designing their instructional program.

9. ***FALSE:*** If an instructional program is not working, an employment specialist will want to change one aspect of the instruction program at a time to assist the worker in acquiring the task. Remember to implement one change and give the new program time to succeed.

10. ***FALSE:*** Having specific information about an individual's behavior problem will assist the employment specialist in selecting an appropriate job and design a behavior program prior to the first day of work -- ***if the behavior occurs at the job site.***

Activity: "Natural Cues"

Supported Work Component: Job Site Training

Goal of Activity: The goal of this activity is to get employment specialists accustomed to identifying natural cues that can be built into instructional programs.

Materials:
- Activity Worksheet
- Diagram of Work Station
- Pencils
- Flipchart or Overhead Projector
- Markers
- Timer and Prizes (optional)

Time Allotted: 10 - 15 minutes

Summary of Activity: This activity can be used after a lecture on identifying natural cues when designing instructional programs. The trainer may structure the session allowing individual or group completion of the task. An element of competition can also be added by seeing which participant or group can identify the greatest number of natural cues within a specified time period.

Individual Training Session: Provide the worksheet and diagram to the trainee and ask him/her to identify as many natural cues to the situation as possible. The trainer may allow several minutes for the individual to think about the activity or discuss the situation in an informal atmosphere.

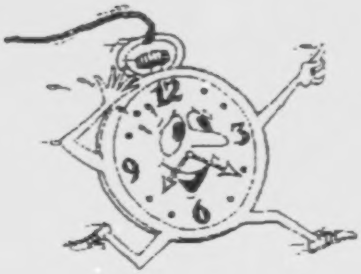
Small and Large Group Format: Option #1: Distribute the worksheets and diagrams to the participants. Ask the employment specialists to individually identify as many natural cues in Nathan's work environment as possible. Set a timer for 5 minutes, tell the group that whoever identifies the greatest number of cues will win a prize. When the timer rings, discuss the group findings and distribute the prize to the "winner." The trainer may wish to give everyone a small prize in addition to the individual who identified the greatest number of cues. Option #2: Follow the same procedures for option #1, but allow participants to work in groups of two. Options #3: Eliminate the timer and prize component. Conduct the activity in small groups of 2 -3 participants. Discuss the group findings using a large group format while summarizing the information on an overhead or flipchart.

Note: Discuss with participants how natural cues can be built into their instructional plans. It is important to remember that natural cues can be visual as well as tactile and auditory cues.

Identifying Cues: An Instructional Activity

Nathan is employed 20 hours a week as an office assistant in an insurance agency office building. One of his major job duties is copying documents for agency employees and distributing them to employee mailboxes. He picks up copying requests from a bin, reads the attached note, and completes the requested work.

* The diagram shows the copying machine Nathan uses. Identify as many natural cues as you can within the next 5 minutes.



Ready, Set, Go........

1.

2.

3.

4.

5.

6.

7.

8.

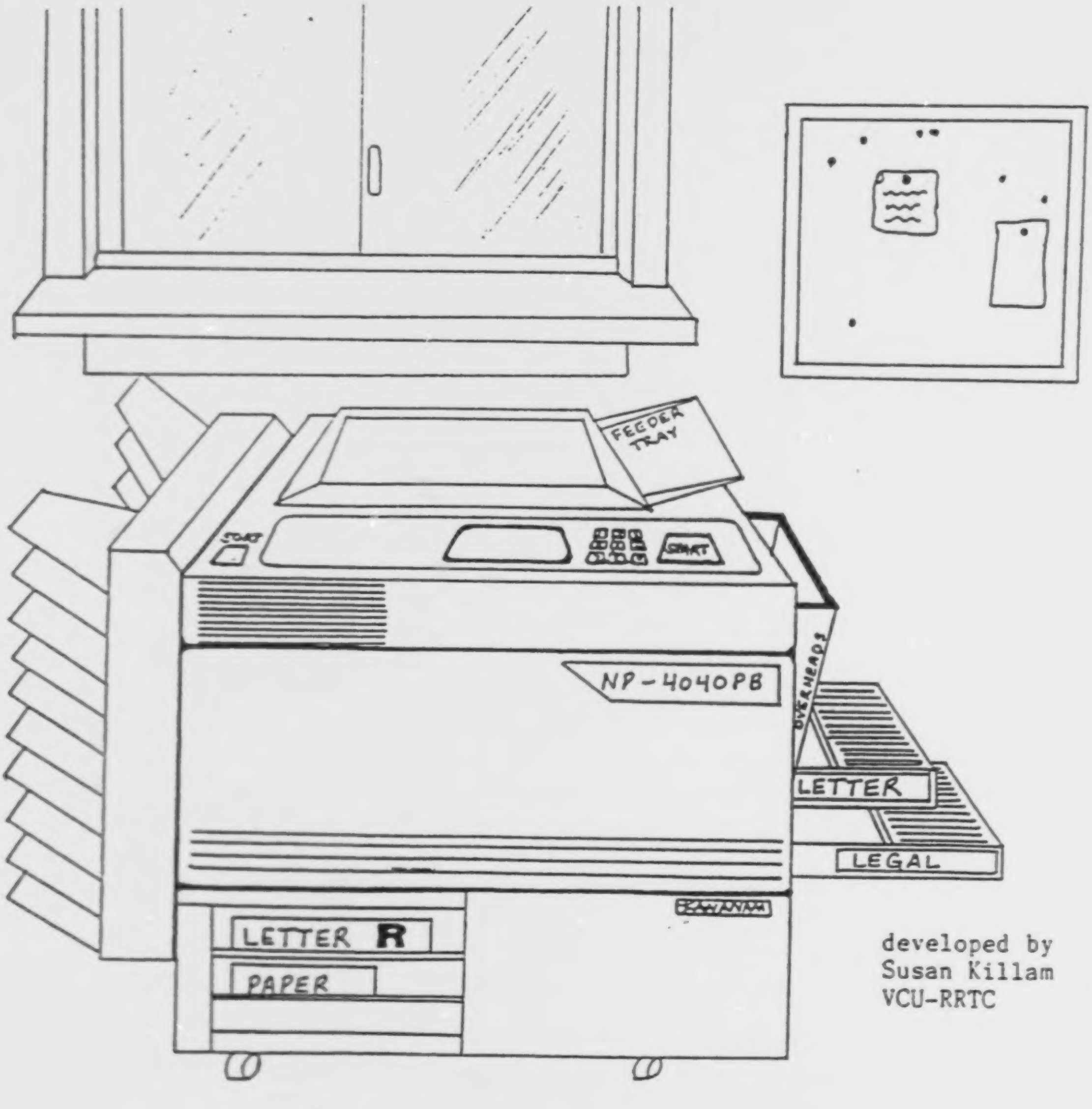
9.

10.

11.

12.

Nathan's Work Area



developed by
Susan Killam
VCU-RRTC

Activity: "Completing a Task Analysis"

Supported Work Component: Job Site Training

Goal of Activity: The goal of this activity is to enable participants to write a task analysis of a job or part of a job.

Materials:

- Pencils/pens
- Task Analysis Form
- Chart paper/flip chart
- Marker(s)

Time Allotted: 1 - 2 hours

Summary of Activity: A major task that employment specialists must master is the ability to break down job duties or related non-vocational tasks into teachable steps. This requires the employment specialist to define a major duty or task and identify the required skills (steps) and the performance sequence necessary to correctly perform the designated activity.

For this activity, the trainer should divide the participants into "working" pairs and assign each pair a specific skill or task to analyze (e.g., street crossing, walking from the training area to another designated area, buying a snack from a vending machine, etc.). the working pairs must develop a written task analysis (TA) of the assigned skill. Give them 45 minutes to go into the community and task analyze the skill.

Upon returning to the training site, the trainer and participants should discuss the TAs: "Is each step written like a verbal prompt? Does the TA begin and end the task? Are the steps of comparable size?" The trainer should then assign sets (two groups) of working pairs to return together to their assigned locations. Working pair A should give their TA to working pair B. Working pair B should perform the task as written, and recommend any changes they see necessary. Working pair B should give the TA they developed to working pair A and complete the same process. Then the groups should return to the training site and review their findings with each other.

Once all the sets (two groups) have returned to the training site and have had an opportunity to review their findings, the trainer should facilitate large group discussion regarding the experience and attempt to get the groups to generate a list of guidelines to follow when developing a task analysis.

Task Analytic Recording Sheet

Trainer: ______________________________

Employee: ______________________________

Environment: ______________________________

Instructional Cue: ______________________________

Total Steps Correct: _____________ **Percent Correct:** _____________

Instructional Code:

+ = Correct
- = Incorrect
P = Physical
V = Verbal
M = Model or Gestural

Distance Code:

1 = Within 3 feet
2 = 3 to 10 feet
3 = Beyond 10 feet

Virginia Commonwealth University, Rehabilitation Research and Training Center, 1986

Activity: "Instructional Bingo"

Supported Employment Component: Job Site Training

Goal of Activity: To review the information learned during an inservice/workshop on job site training.

Materials:
- Instructional Bingo Cards for Each Participant
- Bingo "Chips"
- Bingo Quiz
- Prizes for Participants (i.e., pencils, pens, other items that could be used on the job site)

Time Allotted: 15 - 20 minutes

Summary of Activity: Develop several different versions of the "Bingo" cards depending on the number of participants in the training session. Four sample cards have been included as examples. Pass out the cards and the "chips" telling the participants that they will be playing Job Site Bingo. The game is played similar to regular Bingo except the participants must know the answers to the questions in order to cover the items on their cards. A participant can win the game after covering one row of answers either horizontally, vertically, or diagonally. The trainer may deliver a prize to the first participant who "wins" and continue playing the game until all questions have been asked, and everyone has won a prize.

Sample Bingo Questions

1. When doing job site training the best ______________ are those that naturally occur in work environments, i.e., paychecks, paid vacation, and praise.

   Answer: Reinforcers

2. Regular ______________ collection is really the only way to determine if learning is occurring on the job site.

   Answer: Data

3. This is the most intrusive prompt you could use in the system of least prompts.

   Answer: Physical

4. This is the least intrusive prompt in the system of least prompts.

   Answer: Verbal

Sample Bingo Questions (continued)

5. Use of this type of analysis is helpful if not mandatory when training an individual to perform a skill.

   Answer: Task Analysis

6. When you show someone how to perform a task, you are using this type of prompt.

   Answer: Model

7. If a system of least prompts is ineffective, the job trainer may have to utilize this type of procedure.

   Answer: Graduated guidance (or time delay)

8. The first step in increasing work rate is to establish a _______________ based on the performance of nonhandicapped coworkers.

   Answer: Standard rate

9. Use of this service may encourage speed.

   Answer: Timer

10. Initially you may want to train _______________ job duties. After a job duty is performed independently, training can begin on another task.

    Answer: Only a few

11. After giving the instructional cue you must wait _______________ to see if the consumer will complete a task step without any prompts.

    Answer: Specified period of time

12. This is an example of a related skill that the job trainer must teach to the consumer.

    Answer: Use of public transportation

13. Involvement of these individuals to model appropriate job skills may be useful to the job trainer during job site training.

    Answer: Coworker

14. After the consumer has learned the job it is necessary for the job trainer to systematically _______________ from the job site.

    Answer: Fade

BINGO!

Coworker	Time Delay	Graduated Guidance	Reinforcers
Task Analysis	Timer	Verbal	Standard Rate
Use of Public Transportation	Model	 	Only a Few
Specified Period of Time	Data	Physical	Fade

BINGO!

Time Delay	Graduated Guidance	Reinforcers	Standard Rate
Verbal	Use of Public Transportation	Specified Period of Time	Only a Few
Model	Data	Fade	Physical
	Task Analysis	Coworker	Timer

B I N G O !

Graduated Guidance	Standard Rate	Use of Public Transportation	Only a Few
Data	Physical		Task Analysis
Coworker	Timer	Fade	Model
Specified Period of Time	Verbal	Reinforcers	Time Delay

BINGO!

Data	Graduated Guidance	Model	
Physical	Reinforcers	Task Analysis	Coworker
Standard Rate	Use of Public Transportation	Time Delay	Verbal
Only a Few	Timer	Fade	Specified Period of Time

Activity: "Applying Instructional Strategies and Data Collection Methods"

Supported Work Component: Job Site Training (Fieldwork)

Goal of Activity: The goal of this activity is to provide employment specialists with the opportunity to practice instructional strategies on a job site while working with a supported employment consumer.

Materials:

- A watch with a second hand for each pair of employment specialists
- A tablet of paper and a pencil per employment specialist
- Several "Task Analysis" data sheets for each employment specialist
- One "Production" data sheet per employment specialist
- One "On-Off Task" data sheet per employment specialist

Time Allotted: Two hours and 30 minutes

Summary of Activity: ***This activity requires one experienced trainer or veteran employment specialist and one individual with a disability per job site.*** Prior to conducting the fieldwork, the trainer must identify enough job sites for each pair of employment specialists. In addition, the trainer should prepare job site training packets that contain all ot the above materials. All participants should have the opportunity to complete the following sequence of activities during the fieldwork assignment.

1. **Develop a task analysis**
2. **Administer a probe**
3. **Use a system of least prompts**
4. **Record prompt data**
5. **Collect reliability data**
6. **Collect production data**
7. **Collect on-off task data**

Individual Training Session: Begin by discussing instructional procedures with the new employment specialist. The program manager may want to complete this him/herself or assign the new employee to an experienced employment specialist. A site should then be identified that would allow a two hour practice period for completion of the above tasks. It is strongly recommended that the new employee have time to practice in a fieldwork setting that is not an actual job site. This allows for the focus to be on training the employee and **not** the consumer. The experienced employment specialist should provide feedback during the fieldwork experience as well as plan for a discussion period within a relaxed informal session away from the training site.

Small or Large Group Format: After a lecture session on instructional strategies, the trainees should be divided into working pairs. Explain to the participants that they will be alternating between being an "active observer" and an "employment specialist" during a fieldwork experience. The trainer at each site should provide feedback and instruction.

After the field work, spend 20 minutes discussing the activity as a large group. Ask each pair to share their experiences: How difficult was it to train and collect data? How difficult was it to "work the job" and train? Do you feel that the individual you were training is an appropriate candidate for the supported work model?

Note: This activity requires a great deal of up front planning and organization in order to be successful. Trainers may wish to reassure the employer that the jobs will be completed to his or her satisfaction during the time you are on the job site. We have found that local special education programs are often willing to have their students participate in this activity. In return, it is important to reimburse the students for their time and to provide the school program with an assessment of each student's vocational experience. Obviously, programs may also use this as an assessment session for individuals referred for their services.

Task Analytic Recording Sheet

Trainer: ______________________________

Employee: ______________________________

Environment: ______________________________

Instructional Cue: ______________________________

Total Steps Correct: ______________ **Percent Correct:** ______________

Instructional Code:

+ = Correct
- = Incorrect
P = Physical

V = Verbal
M = Model or Gestural

Distance Code:

1 = Within 3 feet
2 = 3 to 10 feet
3 = Beyond 10 feet

Virginia Commonwealth University, Rehabilitation Research and Training Center, 1986

Production Rate Recording Form

Name: ______________________ Month: ______________

Task: ______________________ * Standard: ______________

Date	Time Started Task	Time Ended Task	Total Time Worked	Units Completed	% of Standard

Average: ______________

* Standard is the average number of units completed by nonhandicapped coworkers performing the same task within a specified period of time.

$$\frac{\text{Number of units completed within specified time frame}}{\text{Standard number of units completed within same time frame}} = \text{Rate}$$

c Virginia Commonwealth University Rehabilitation Research and Training Center, 1986.

Sample of Work Regularity
Percent Time On-Task

Trainee: ______________________ Job Site: ______________________

Trainer: ______________________ Job Title: ______________________

Date	Observation Period	Time Start	Time End	10 Second Intervals + = on-task; - = off-task	Percent Time On-Task	Job Duty
	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
	7.					
	8.					
	9.					
	10.					
	11.					
	12.					
	13.					
	14.					
	15.					
	16.					
	17.					
	18.					
	19.					
	20.					

20 Session Totals: __________ 20 Session Average: __________

Definitions:

On-Task: ____

Off-Task: ____

Activity: "Problem-Solving Job-Site Situations"

Supported Work Component: Job-Site Training

Goal of Activity: The purpose of this activity is to have participants problem solve job-site training issues and apply training strategies to address the identified problems.

Materials:
- Job-site training case study problems for each participant
- Chart paper/flip chart
- Marker(s)

Time Allotted: 45-60 minutes

Summary of Activity: The employment specialist will be required to solve many situations that can and will arise during the training process. Whether or not the worker remains employed often hinges on the employment specialist's ability to identify potential problem situations, analyze the situation, and prescribe an appropriate course of action to resolve the problem. This activity is designed for use with employment specialists who have a strong foundation in instructional strategies but want to learn more about solving skill acquisition problems.

Individual Training Session: Provide the employment specialist with the job site scenarios and allow him/her 10-15 minutes to read each situation and develop a program modification based upon the data provided. The trainer or program manager should then review the suggestions and discuss how each strategy might result in successful skill acquisition.

Small or Large Group Format: This activity is designed for a large group of participants who have been divided into "working pairs". However, small groups of 3-4 participants can be successful if the trainer monitors the groups to ensure that everyone is participating. Distribute the worksheets and ask the groups to discuss and design training strategies. Allow at least 30 minutes for this portion of the activity. If time is limited, each group or "working pair" can be assigned one situation to problem solve and explain to the large group.

After each group has completed the assignment, form a large group to discuss the suggestions using the flip chart to summarize ideas. Throughout the discussion, point out that there is no one right answer to any of the problem situations. Instead, there may be several correct solutions when the situation is analyzed to include the personalities of the employment specialist, consumer, co-workers, and the work environment. If possible, the generated list of strategies should be typed and distributed to the participants before the end of the training program.

Program Modifications

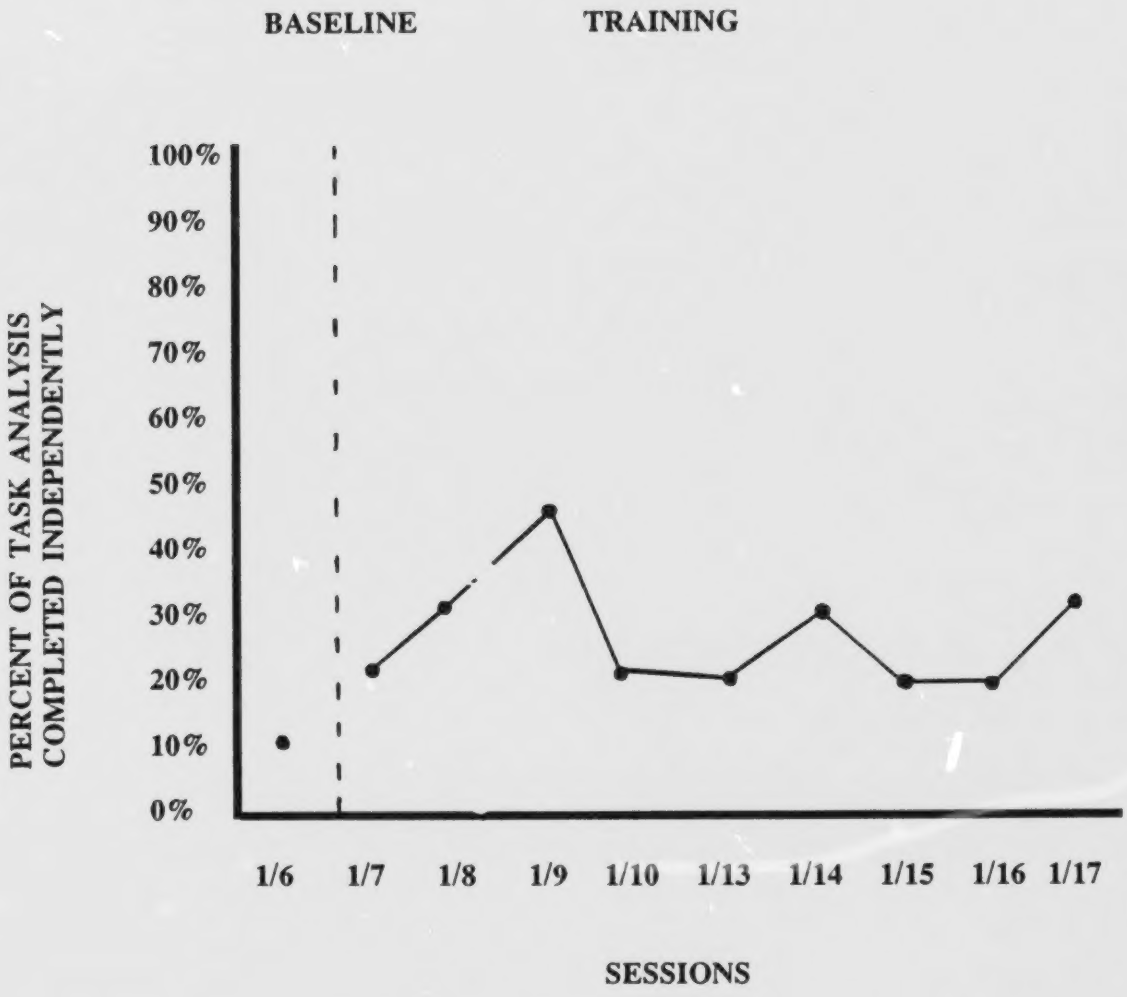
How Can You Help Mickey Learn Her Job?

Mickey has been working at a large hotel chain for two weeks folding laundry. Initially she showed an increase in her skill level but this has quickly declined as indicated in her program graph. As her employment specialist, you realize that Mickey is not attending to the task visually when she is not being prompted. You know that it is time to change portions of her instructional format. Review the following and make program suggestions.

> Behavior Change Procedure: *Give Mickey the instructional cue, "Fold the laundry." Use a time delay procedure with a constant three second delay. If Mickey does not complete the step correctly within three seconds, use a gestural prompt to train the stp. If she begins to make an error within this time frame, stop her and provide the gesture prompt. Should the gesture be unsuccessful, i.e., Mickey still begins to make an error, the employment specialist should interrupt with a physical prompt. Reinforce her with verbal praise at the end of a folded piece of laundry.*

Program Modification Suggestions:

Mickey's Data



TASK: Folding the Bath Towel

Program Modifications

How Can You Help Sam Learn His Job?

Mary has been training Sam to bus tables at a local cafeteria for two weeks. At first she was really excited about Sam's progress, but in looking at her program data, she realizes that Sam is "stuck" on steps 10, 11, and 13 of the task analysis. Review the attached data sheets and make program modification suggestions. (The instructional Strategy selected is least prompts. Sam is receiving verbal praise after each step in the task analysis and is getting a snack of his choice at the end of his shift.)

Program Modification Suggestions:

Trainer: Mary Jones

Employee: Sam

Environment: University Cafeteria

Instructional Cue: Clean the Tables

1. Report to Hank	-	-	+	+	+	+			
2. Get rag and spray bottle	-	-	+	+	+	+			
3. Go to dining area	-	-	+	+	+	+			
4. Locate dirty tables	-	-	+	+	+	+			
5. Pick up trash	-	-	+	+	+	+			
6. Pick up trays	-	-	+	+	+	+			
7. Put trash on tray	-	-	+	+	+	+			
8. Put tray on counter	-	-	+	+	+	+			
9. Put trash in can	-	-	+	+	+	+			
10. Return to dirty table	-	-	-	-	-	-			
11. Clean table	-	-	-	-	-	-			
12. Spray chairs	-	-	-	-	-	-			
13. Clean chairs	-	-	-	-	-	-			

Total Steps Correct: ______________ **Percent Correct:** ______________

Instructional Code:

+ = Correct
- = Incorrect
P = Physical
V = Verbal
M = Model or Gestural

Distance Code:

1 = Within 3 feet
2 = 3 to 10 feet
3 = Beyond 10 feet

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Trainer: Mary

Employee: Sam

Environment: Cafeteria

Instructional Cue: Clean the tables

1. Report to Hank	M	M	V	V	+	+	+			
2. Get rag and spray bottle	M	V	V	V	+	+	+			
3. Go to dining area	M	V	V	V	+	+	+			
4. Locate dirty tables	M	M	V	V	+	+	+			
5. Pick up trash	P	+	V	+	V	+	+			
6. Pick up trays	M	V	V	+	+	+	+			
7. Put trash on tray	P	V	V	V	+	+	+			
8. Put tray on counter	M	V	V	V	+	+	+			
9. Put trash in can	M	+	+	+	+	+	+			
10. Return to dirty table	M	M	M	M	M	M	M			
11. Clean table	P	P	P	P	P	P	P			
12. Spray chairs	P	P	M	M	M	M	M			
13. Clean chairs	P	P	M	M	M	M	M			

Total Steps Correct: ______________

Percent Correct: ______________

Instructional Code:

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Program Modifications

How Can You Help John Learn His Job?

John has been working as a janitor for one month. He arrives at 7:00 a.m. and begins his day cleaning two bathrooms. The data indicates that John can perform the task, but he is not meeting his production standard. Basically he should be finished the task by 8:30, but he usually takes until 9:00 a.m. His employment specialist realizes that John is spending too long cleaning the toilets. He will spend as long as 10 minutes on each toilet even if there is no visible dirt. Also there may be some wasted time in his job duty schedule. Look at the following job duty sequence and the task analysis form and make program suggestions.

Program Modification Suggestions:

Trainer: Jan
Employee: John
Environment: Mall bathroom
Instructional Cue: Clean the toilet

1.	Grab brush and cleanser	+	+	+						
2.	Go to first toilet	+	+	+						
3.	Put cleanser in toilet	+	+	+						
4.	Set down container	+	+	+						
5.	Dip brush in bucket	+	+	+						
6.	Tap brush	+	+	+						
7.	Brush top of toilet	+	+	+						
8.	Brush sides of toilet	+	+	+						
9.	Brush front of toilet	+	+	+						
10.	Dip brush in bucket	+	+	+						
11.	Tap brush	+	+	+						
12.	Brush lid of toilet	+	+	+						
13.	Raise lid and brush	+	+	+						
14.	Brush inside of toilet	+	+	+						
15.	Dip brush in bucket	+	+	+						
16.	Tap brush	+	+	+						
17.	Lower lid of toilet	+	+	+						
18.	Brush outside of toilet bowl	+	+	+						
19.	Put brush in bucket	+	+	+						
20.	Get cleanser	+	+	+						
21.	Go to next toilet	+	+	+						

Total Steps Correct: ____________ **Percent Correct:** ____________

Instructional Code:

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Sequence of Job Duties Form

X Daily
(Job duties remain the same from day to day)

____ Varies day to day
(If checked here, complete a separate form for each different sequence)

If above box is checked, indicate day for which this form is completed:

____ Mon ____ Tue ____ Wed ____ Thu ____ Fri ____ Sat ____ Sun

Approximate Time	**Job Duty**
7:00 a.m. - 8:30 a.m.	1. Set up cart: Fill mop bucket, get rags, cleaning supplies.
	2. Clean men's room (sinks, toilets, mirrors).
	3. Set up cart: Clean mop water, rags.
	4. Mop men's room.
	5. Set up cart: Clean mop water.
	6. Clean women's room (sinks, toilets, mirrors).
	7. Set up cart: Clean mop water.
	8. Mop women's bathroom.
	9. Set up cart for scrubbing floors in the mall.

Comments: ____________________

____________________ Signature/Title

____________________ Date

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Program Modifications

How Can You Help Amanda Learn Her Job?

Amanda has recently been hired as a utility worker at a local supermarket, and one of her job duties includes emptying the trash in the game room. Initially, Amanda started showing some skill acquisition as reflected in her probe data. However, on the fifth day of training Amanda's acquisition data started to decrease rather than improve. The employment specialist is confused and wonders why Amanda's skills are deteriorating. Review the following program and data and make suggestions that might help Amanda.

Behavior Change Procedure: Give Amanda the instructional cue, "Vacuum the floor." Use a system of least prompts to train all steps of the task analysis. Initially verbal reinforcement will be given for every step in the task analysis that is done correctly. On the fourth day of instruction, Amanda will receive reinforcement upon completion of the task analysis.

Program Modification Suggestions:

Trainer: Jane Brooke

Employee: Amanda

Environment: Game Room / Locker Room

Instructional Cue: Empty the trash

1.	Move to Section 1	-	+	+	+	+	+	+		
2.	Remove lid	-	+	+	+	+	-	-		
3.	Dump kitty litter	-	-	+	+	+	-	-		
4.	Refill lid	-	-	-	-	-	-	-		
5.	Pick up cloth	-	-	+	+	+	-	-		
6.	Pick up windex	-	-	-	-	-	-	-		
7.	Spray cloth	-	-	+	+	+	-	-		
8.	Wipe rim	-	-	-	-	-	-	-		
9.	Remove bag	-	+	+	+	-	-	-		
10.	Select appropriate bag	-	-	-	-	-	-	-		
11.	Locate bag opening	-	+	+	+	-	-	-		
12.	Shake bag to open	-	+	+	+	-	-	-		
13.	Place bag in receptacle	-	+	+	+	-	-	-		
14.	Open top of bag	-	-	-	-	-	-	-		
15.	Pull ends over top of trash can	-	+	+	+	-	-	-		
16.	Replace lid	-	+	+	+	-	-	-		
17.	Move to next trash can	-	-	+	+	+	-	-		
18.	Stop at trash can	-	-	+	+	-	-	-		

Total Steps Correct: ____________ **Percent Correct:** ____________

Instructional Code:

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Program Modifications

How Can You Help Chuck Learn His Job?

Chuck has been working at the Pizza Hut for approximately one week. Jane, his employment specialist, is very worried, because he screams while doing the dishes. His "screams" sound more like loud refusals to work and as yet have not been a problem for the co-workers. However, Jane knows that she must address this problem at once! She did an ABC analysis of the behavior and has data from training. What would you suggest?

Program Modification Suggestions:

BEHAVIOR LOG FORM

TARGET BEHAVIOR: NON-COMPLIANT - REFUSES TO WORK

DATE	TIME Begins/Ends	ANTECEDENTS	BEHAVIOR	CONSEQUENCES	COMMENTS
1/16	11:30/noon	1. Jane (employment specialist asks Chuck to wash the dishes.	1. Screams "Leave me alone!"	1. Jane physically puts Chuck through the task.	
		2. Verbal prompt from Jane to rinse dishes.	2. Screams "No!"	2. Jane rinses the dish.	
		3. Verbal prompt to stack the dishes.	3. Flaps hands.	3. Chuck stacked the dishes after Jane modeled the task.	
		4. Verbal prompt to go get dirty dishes out of the soak water.	4. Screamed "Why?"	4. Followed Jane to area and picked up the dishes after she pointed to the task.	
		5. Verbal prompt to rinse dishes. "etc."	5. Threw plates into water.	5. Slowed down to correct speed after Jane showed him what to do.	

Trainer: Jane

Employee: Chuck

Environment: Pizza Hut Dishroom

Instructional Cue: Wash Dishes

1. Get dishes from soaks	-	p	p	m	p	m			
2. Carry to sinks	-	p	m	m	p	m			
3. Stack on counter	-	m	m	m	p	m			
4. Fill wash water with plates	-	p	p	p	m	m			
5. Get scrub pad	-	p	p	p	m	m			
6. Pick up one plate	-	m	m	m	p	m			
7. Dip pad in water	-	m	p	p	p	m			
8. Wash plate edge	-	p	m	m	p	m			
9. Wash plate front	-	p	m	p	m	m			
10. Wash plate back	-	p	p	p	m	m			
11. Dip plate in rinse	-	p	m	m	m	m			
12. Drop plate in sanitizer	-	p	p	p	m	m			
13. Repeat 6-12 until all plates are in sanitizer	-	p	p	p	m	m			
14. Pick up plate	-	p	p	p	m	m			
15. Stack on dish drainer	-	p	p	p	m	m			
16. Repeat 14-15 until all plates are stacked	-	p	p	p	p	m			

Total Steps Correct: ______________ **Percent Correct:** ______________

Instructional Code:

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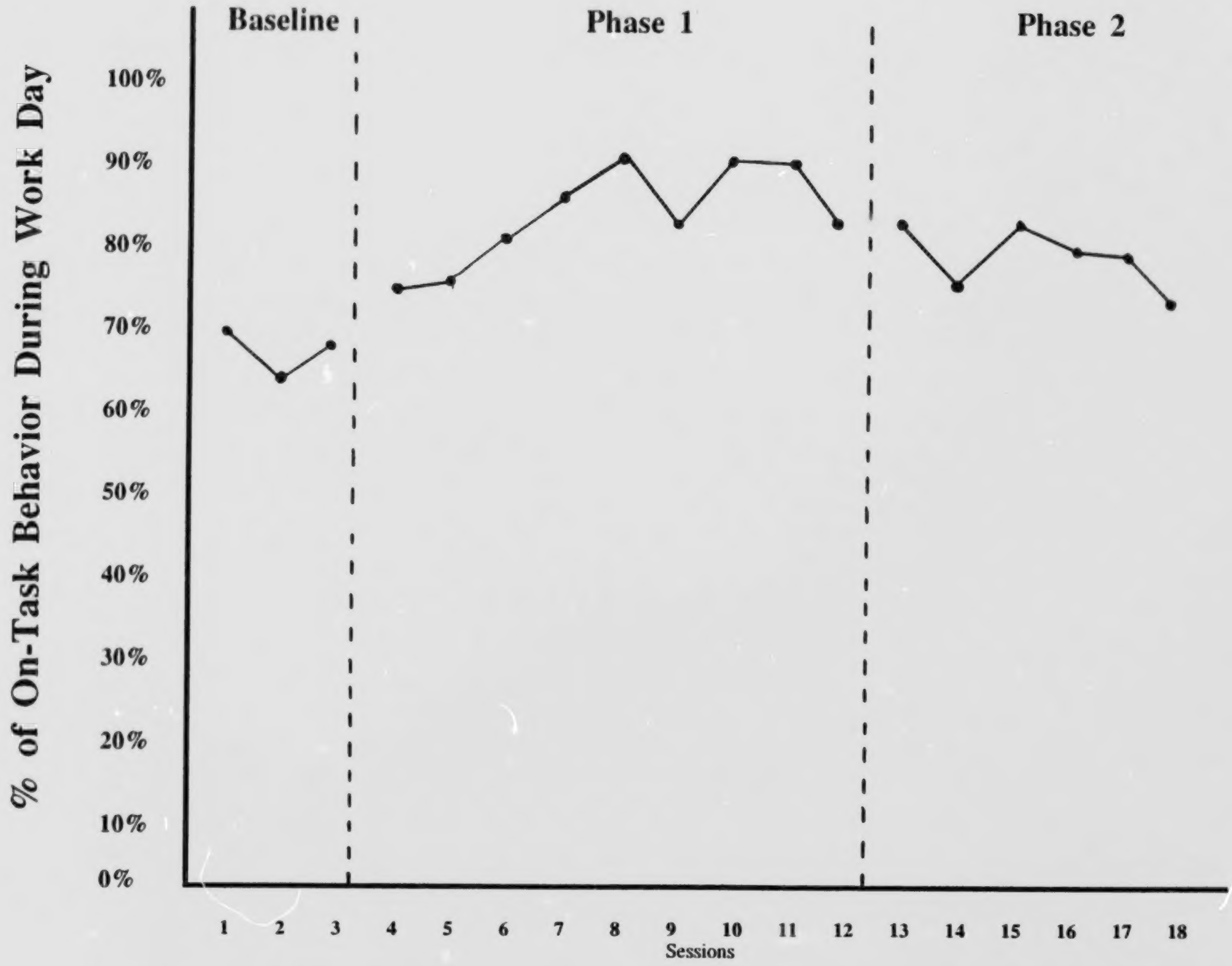
Program Modifications

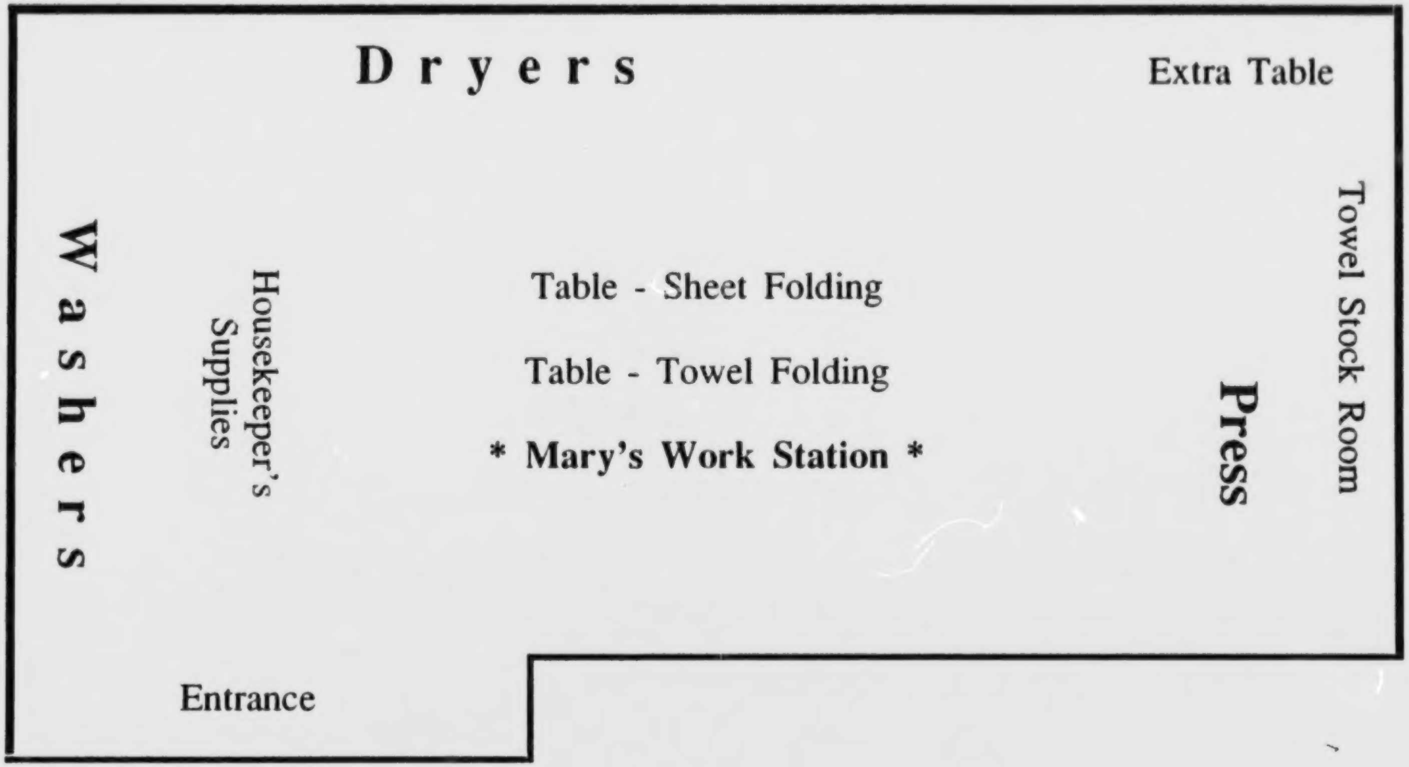
How Can You Help Mary Learn Her Job?

Mary is required to fold between 20 and 25 towels during a 10 minute interval in order to meet the company's standards of folding 250 to 300 towels in two hours. One 10 minute probe taken daily shows that Mary is folding towels at an average rate of 15 towels in 10 minutes. The employment specialist has implemented a changing criterion program to increase Mary's production rate (see attached graph). She is also continuing to monitor Mary's on task behavior with daily maintenance probes. The employment specialist can not figure out why her program to increase Mary's speed is not working especially since the data shows that Mary can meet criterion during the first half hour of her shift. Mary's rate does not meet criterion and she is off task more frequently during the remainder of the day when the housekeepers come to pick up their supplies which are located next to Mary's work station. What modification should the employment specialist make to improve Mary's overall work performance?

Program Modification Suggestions:



Program: Increasing On-Task Work Behavior



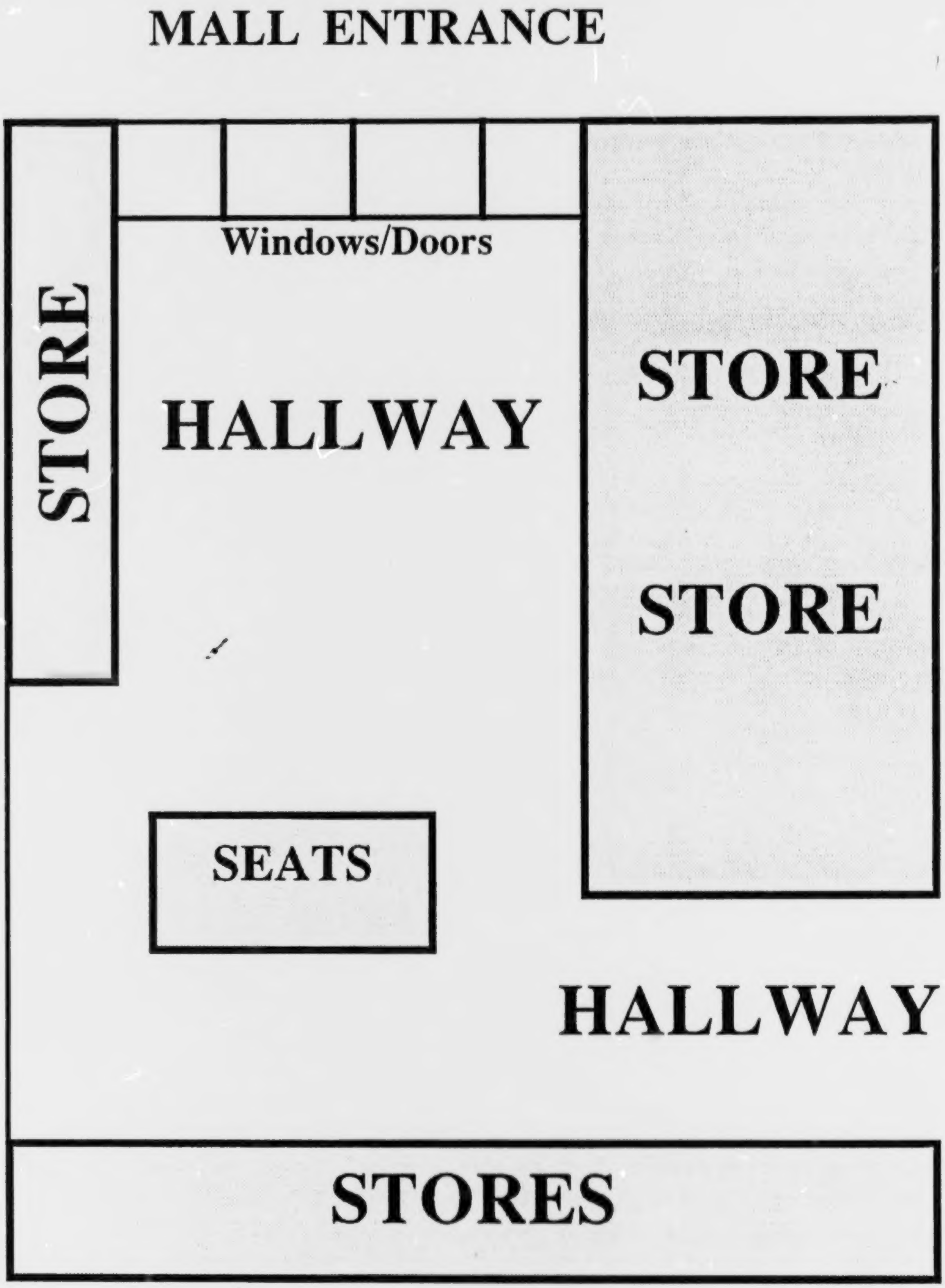
Mary's Work Environment

Program Modifications

How Can You Help Mike Learn His Job?

Mike has been working at the mall for 4 weeks cleaning the entrance doors and windows. He has reached 100% skill acquisition on the task in a very short time, however when the employment specialist attempts to move around the corner out of his sight, Mike stops working. During the initial training phase, the employment specialist remained within 2 feet of Mike and did not begin to fade this distance until the total task was learned. The attached diagram provides a visual representation of one of his work areas. What are some ways that you as an employment specialist could reduce Mike's dependence on his trainer? What strategies could you use to fade from his sight and have him continue working?

Program Modification Suggestions:


MALL ENTRANCE
Windows/Doors
STORE
HALLWAY
STORE
STORE
SEATS
HALLWAY
STORES

Program Modifications

How Can You Help Sarah Learn Her Job?

Sarah has been working at J.C. Penny's for over 6 months in a janitorial position. One of her job duties is to vacuum the 2nd floor of the store to include various departments such as shoes, women's dresses, children's department, etc. While conducting a follow-up support visit, the employment specialist was confronted by the manager who complained that Sarah often forgot to vacuum whole sections of the floor. This had never been a problem during job site training, but now it appeared that Sarah would lose her job if something wasn't done quickly!

Program Modification Suggestions:

Activity: Rehabilitation Technology in Action

Supported Work Component: Job Site Training

Goal of Activity: The goal of this activity is to provide employment specialists with the opportunity to practice their skills in making job modifications or accommodations.

Materials:

- Case study with training data
- Picture of work environment
- Worksheet
- Technology answer sheet
- Pencil

Time Allotted: 30 minutes

Summary of Activity. This activity is best used to summarize as a discussion on rehabilitation technology and the importance of making modifications for individuals with physical limitations. The case study described in this example can be used, or it can serve as a guide for developing an example that is representative of the consumers served by the participants. The training format may be structured for individual training sessions, small groups of 2-4 participants or as a large group activity.

Individual Training Session: Following a discussion on rehabilitation technology and job modifications the trainer can distribute the case study packet. Allow the employment specialist 15-20 minutes to read the information and respond to the nine areas of job difficulty. Let the trainee share his or her ideas for modifications and technology assistance before distributing the answer sheet.

Small or Large Group Format: Begin by passing out the case study packets allowing the group a few minutes to review the information. The participants should then be divided into small working groups of 2-4 individuals. Allow 20 minutes to read the case study and address the 9 areas of difficulty. During this 20 minute period the trainer can move from group to group facilitating interaction as needed.

Note: It may be helpful to use an overhead of the work area during the large group discussion. The trainer could also use a flipchart or overhead transparency to summarize the ideas that have been generated by the participants during the small group discussions.

Case Study

Mark is employed as a microfilm clerk in the accounts payable division of a national electronics and appliance retail company. Mark has sustained a traumatic brain injury that has resulted in memory and sequencing difficulties as well as blurry vision in his left eye, right side hemiplegia with ataxic movements, and unclear speech. This is his first job post injury.

Mark's job duties include boxing and organizing documents, processing checks, straightening documents, microfilming all processed work, filing all processed work, and filing and retrieving microfilm. One of his job duties is processing documents to prepare them for microfilming. Because of his physical and cognitive difficulties, Mark needs some job modifications to complete his job duties efficiently. He has been employed 4 weeks and his task analysis and data are as follows:

Employee: Mark
Location: Circuit City
Employment Specialist: Joel Westman
Instructional Cue: "Process these checks"
Natural cue: Stacks of checks on his desk waiting to be processed

		DATES				
STEPS						
1.	Tear the top check from the pile	-	+	+	+	+
2.	Find the vendor number (top left hand corner of check)	-	+	+	+	+
3.	Match vendor number on check with vendor number on work order (top left corner on green and white computer sheet)	-	+	+	+	+
4.	Tear off all work orders with corresponding vendor numbers	-	+	+	+	+
5.	Put check on top of work orders	-	+	+	+	+

(continued)

	STEPS	DATES				
6.	Remove all staples and stack papers (match top left hand corner; papers must be facing forward as you read them	-	-	+	+	+
7.	Pull out any cash register or credit card receipts	-	-	-	+	+
8.	Paper clip the check to the work order (top left corner)	-	-	-	-	+
9.	Place receipts in envelope	-	-	-	-	+
10.	Tape envelope closed	-	-	-	-	+
11.	Write "check number" on envelope	-	-	-	-	+
12.	Paper clip envelope to back of check and back ups	-	-	-	-	-
13.	Place paper clipped stack on center of work table. (Checks **must** be in order, so when stacking work, place at bottom of pile facing up)	-	-	-	-	-
14.	Stamp work completed	-	-	-	-	-
15.	Stack work upside down with the work facing same direction (paper clips should stack on top of each other)	-	-	-	-	-
16.	When this pile becomes large enough that it begins to fall (not stack easily), place it in rear of box (with work facing toward front of box, paper clips should be on left side papers laying sideways)	-	-	-	-	-

Rehabilitation Technology Worksheet

Job Duty Difficulty	Modification/Technology Assistance
1. Processing table too low for Mark - legs cramped	
2. Difficulty squeezing staple remover continuously	
3. Forgetting to reset date stamp	
4. Too much time trying to pick up paper clips from table top	
5. Difficulty filing through stacks of papers	
6. Difficulty distinguishing completed work from work to be done	
7. Slow rate at restapling work after microfilming	
8. Forgetting sequence of job duties	
9. Lower back store causing discomfort and decreased rate of production	

ENVIRONMENTAL MODIFICATIONS/ADAPTATIONS

Description of Situation	Modification	Application	Manufacturer	Cost
Processing table too low for Mark's legs	two 2x4's	Placed under table to raise work surface	scrap wood	none
Difficulty squeezing staple remover continuously	Bostitch 62 flat staple remover w/ rubber handle	Made available for use when fatigued	Bostitch/handle homemade (rubber tubing)	Bostitch = $2.45 Rubber Tubing = $0.20
Forgetting to reset date stamp	Note	Placed on date stamp machine	N/A	none
Lost time in trying to pick up paperclips from table top	Giant sized paper-clips and bowl	Replaced all small paperclips w/giant paperclips; implemented bowl for easier pickup	Giant clips: any plastic bowl of appropriate size	Company purchased paperclips Bowl = $.50
Difficulty filing through stacks of papers	Rubber finger tips	Wears rubber fingertip on index finger to assist faster filing	Found at local office supply store	$.15 each
Difficulty distinguishing already finished work from work to be done	Plexiglass dividers	Placed in box of papers to divide completed work from not completed work	Local lumber store	$2.50 each
Slow rate at restapling work after microfilming	Electric stapler	Suctioned to desk top so only one hand needed to staple paper stacks	Swingline, Inc.	$70 Staples = $5 per 5000 staples
Forgetting sequence of job duties	Typed and enlarged task analysis (list of job duties)	Placed on wall in front of work area	N/A	none
Lower back sore causing discomfort and decreased rate of production	Back cushion	Placed on office chari	Swingline	$24.95

Activity: "Self Management"

Supported Work Component: Job Site Training

Goal of Activity: The goal of this activity is to demonstrate that an employment specialist must develop an instructional program when teaching a consumer to use a self-management technique.

Materials:
- Scenario
- Sequence of Job Duties
- Program Format Form

Time Allotted: 20 - 25 minutes

Summary of Activity: A sample case study scenario has been provided as a guide for this activity. The trainer should develop examples based on the characteristics of the consumers served by the participants. The training format can be structured for individual training sessions, small groups of 2-4 participants, or large groups up to 25.

Individual Training Session: Begin by discussing the advantages of self management techniques in supported employment. Provide the employment specialist with a scenario, sequence of job duties, and a form for designing an instructional program. Give the employment specialist a few minutes to read the scenario and ask questions related to the situation. Allow 20-25 minutes for actual program design using a self management technique.

Small or Large Group Format: Pass out the case study scenario and allow participants to review the information. Divide the large group into small groups of 2-3 individuals for a 15-20 minute working session. After everyone has completed the assignment conduct a large group discussion and share ideas and programs generated in the small groups.

Note: One possible self-management technique that could be used to assist Michael at his job is a picture flip book. The flip book would have pictures of each of his twelve job duties, sequenced in the order that they are to be completed.

USING SELF-MANAGEMENT TECHNIQUES

Michael's Scenario

Michael is 20 years old and has a diagnosis of severe mental retardation with autistic characteristics. He has been working at a local mall for three months as a janitorial assistant. Michael has learned all of his job duties and his employment specialist has begun to fade from the job site. However, she has been collecting data using unobtrusive observation and has noted that Michael delays starting work 10 - 20 minutes (see Michael's sequence of job duties on the following page.)

Questions:

What would you do to help Michael's employment specialist?

List possible self-management strategies that could be used.

Design a program to teach Michael to use the self-management technique of your choice. Use the attached program format form.

Sequence of Job Duties Form
Michael's Mall Job Duties

X Daily
(Job duties remain the same from day to day)

_____ Varies day to day
(If checked here, complete a separate form for each different sequence)

If above box is checked, indicate day for which this form is completed:

____
Mon Tue Wed Thu Fri Sat Sun

Approximate Time	Job Duty
7:00 a.m.	Set up cart.
7:15 a.m.	Clean Men's Bathroom
7:45 a.m.	Clean Women's Bathroom
8:15 a.m.	Set Up Cart for Windows/Doors
8:30 a.m.	Clean Ames' Windows/Doors
8:50 a.m.	Clean Fox Photo's Windows/Doors
9:30 a.m.	Clean Super Fresh's Windows/Doors
10:00 a.m.	Clean Woolworth's Windows/Doors
10:20 a.m.	Clean Thalhimer's Windows/Doors
10:40 a.m.	Sweep the Hallway

Comments: ____________________

Signature/Title ____________________

Date __________

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Worksheet: Self-Management Activity

Program Format

PROGRAM: Self Management Technique
EMPLOYEE: Michael
WORK TIME: 6:00 a.m. - 10:00 a.m.
EMPLOYMENT SPECIALIST: Susan James

BEHAVIORAL OBJECTIVE: ______________________________

RATIONALE: Michael is currently delaying work approximately 10 - 20 minutes upon arrival. At present he waits until Donna arrives to initiate his job duties. He needs a self-monitoring cue to get started in the morning.

STUDENT CHARACTERISTICS: Michael is easily trained to follow a task sequence. He is able to perform his work independently but is unable to get started on time.

BASELINE PROCEDURES/TRAINING DATA: ______________________________

BEHAVIORAL CHANGE PROCEDURES:

Self-Management Activity **(continued)**

BEHAVIORAL CHANGE PROCEDURES (continued)

REINFORCEMENT:

MAINTENANCE:

Example of a Program Using Self-Monitoring

Program Format

PROGRAM: Self-Monitoring Using a Picture Flip Book

EMPLOYEE: Michael

WORK TIME: 7:00 a.m. - 11:00 a.m.

EMPLOYMENT SPECIALIST: Donna A.

Behavioral Objective: Upon arrival at Pleasant Valley Mall, Michael will independently use a picture cue and flip book to a.) begin work within one minute of arrival and b.) move from task to task for three consecutive days with 100% accuracy.

Rationale: Michael is currently delaying work approximately 10 - 20 minutes upon arrival. At present he waits until Donna arrives to initiate his job duties. He needs a self-monitoring cue to get started in the morning.

Student Characteristics; Michael is easily trained to follow a task sequence. He is able to perform his work independently but is unable to get started on time.

Baseline Procedures:

1.) Assess the length of time it takes for Michael to get started on his job duties for three consecutive days. Also assess the time it takes him to complete each of his assigned tasks (duration).

2.) Probe for one day Michael's ability to use the picture flip book. Ask Michael to begin the task by saying "Michael, get to work. Use your picture book." Wait 5 seconds for him to initiate the task. If he is performing correctly, score a (+). As soon as he makes an error or fails to initiate a step in the task analysis, discontinue the probe and score a (-) for all remaining steps.

3.) Develop a graph for each type of data collection.

Training Data: 1) Continue to collect duration data daily. 2) Probe Michael's use of the flip book every three days by completing procedure #2 under Baseline Procedures.

Behavioral Change Procedures:

1) Develop a flip book of pictures for Michael's use. The first picture should show Michael setting up his cart. Each remaining picture should show the end of his job duties to include:
   a. Job cart set up
   b. Cleaning the bathrooms (Men's)
   c. Cleaning the bathrooms (Women's)
   d. Setting up cart for cleaning the windows/doors
   e. Cleaning Ames windows
   f. Fox Photo windows
   g. Super Fresh windows
   h. Woolworth's windows
   i. Thalhimer's windows
   j. Sweeping the hallway

2) Develop TASK ANALYSIS - SEE ATTACHED

3) Use a system of least prompts to train the use of the picture cue and book. The employment specialist should remain within sight of Michael until he reaches 100% correct performance using the picture book for three consecutive days. Meet Michael at the door to the Mall between Thalhimer's and Hofheimers. Before he enters the Mall, provide the cue "Michael, get to work. Us your picture cue." Wait 5 seconds for an independent response. If correct, proceed to the next step in the Task Analysis. If incorrect or no response, provide a model/gesture cue. Wait 5 seconds for an independent response. if incorrect or no response, provide a physical prompt. Teach all steps in the task analysis in this way. If an error occurs at any time, stop Michael immediately and proceed to the next prompt in the sequence.

Reinforcers: Michael should receive verbal reinforcement that he is performing correctly after every step in the task analysis. Michael should also be given the opportunity to take a "wet towel" after the end of each task when he flips the picture book page. Say - "Michael, you flipped the page after you finished the ______. You may take a ""wet-one." Point to the package on the cart as a prompt to self-reinforce. A schedule to fade reinforcement will be developed when Michael reaches program criteria.

Maintenance: A program for maintenance and fading procedures will be attached within one week of program initiation.

Data Collection Form for Duration Recording

Name: **Michael G.**

Job Site: **Mall**

Date: ____________

TASKS	Start Time	Stop Time	Time Spent
Bathrooms (1 - 1/2)			
Ames (20 min)			
Fox Photo (40 min)			
Super Fresh (20 min)			
Woolworth (20 min)			
Thalhimers (5 min)			
Sweep Hall and Steps (15 min)			

Employment Specialist: ____________________

Task Analytic Recording Sheet

Trainer: Donna Anderson
Employee: Michael
Environment: Pleasant Valley Mall
Instructional Cue: Get to Work

1. Go to supply closet									
2. Get picture book									
3. Put book on cart									
4. Turn to first page									
5. Look at picture									
6. Stock cart & fill bucket									
7. Turn page of book									
8. Look at picture									
9. Clean Men's bathroom									
10. Turn page of book									
11. Look at picture									
12. Clean Women's bathroom									
13. Turn page of book									
14. Look at picture									
15. Go to supply room/set up cart									
16. Turn page of book									
17. Look at picture									
18. Do Ames' windows/doors									
19. Turn page of book									
(continued on next page)									

Total Steps Correct: ______________ Percent Correct: ______________

Instructional Code:

+ = Correct
- = Incorrect
P = Physical
V = Verbal
M = Model or Gestural

Distance Code:

1 = Within 3 feet
2 = 3 to 10 feet
3 = Beyond 10 feet

Virginia Commonwealth University, Rehabilitation Research and Training Center, 1986

Task Analytic Recording Sheet

Trainer: Donna Anderson
Employee: Michael
Environment: Pleasant Valley Mall
Instructional Cue: Get to Work

(continued from previous page)									
21. Look at picture									
22. Do Fox Photo's windows									
23. Turn page of book									
24. Look at picture									
25. Do Super Fresh's windows									
26. Turn page of book									
27. Look at picture									
28. Do Woolworth's windows									
29. Turn page of book									
30. Look at picture									
31. Do Thalhimer's windows									
32. Turn page of book									
33. Look at picture									
34. Put cart away									
35. Turn page of book									
36. Look at picture									
37. Sweep hallway									
38. Turn page of book									
39. Look at picture									
40. Put book away/take a break									

Total Steps Correct: ______________ **Percent Correct:** ______________

Instructional Code:

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- = Incorrect
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Distance Code:

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Virginia Commonwealth University, Rehabilitation Research and Training Center, 1986

Task Analytic Recording Sheet

Trainer: ______________________

Employee: ______________________

Environment: ______________________

Instructional Cue: ______________________

Total Steps Correct: ____________ **Percent Correct:** ____________

Instructional Code:

+ = Correct
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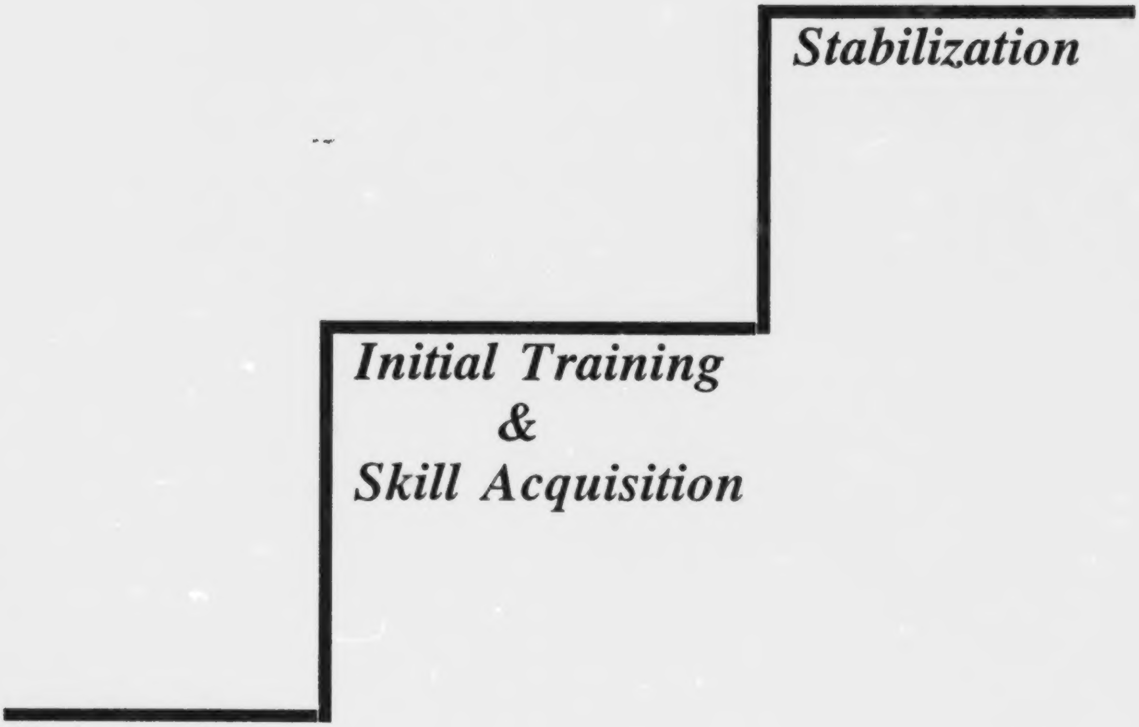
Virginia Commonwealth University, Rehabilitation Research and Training Center, 1986

Job Site Training Overheads and Handouts

Overheads and handouts can be two very important training aids, if used correctly. The initial planning for a seminar on job site training can be overwhelming when thinking about the range of topics to be covered and the level of specificity that is critical in this component of supported employment. Yet this task can be made more manageable when trainers take time to develop overheads with only key points of information and use detailed handouts to supplement lectures and training activities. This section will provide a select sample of both overheads and participant handouts.

Job Site Training



Stabilization

Initial Training
&
Skill Acquisition

Orientation
&
Assessment

Orientation and Assessment Phase of Job Site Training

[] First Day of Work

[] Orient Worker to Job Site

[] Orient Worker to Community

[] Reassess Job-Worker Compatibility

First Day of Work!!

- Put off transportation training
- Arrive to work early
- Assign job task or parts of job task where worker can have success
- Talk with co-worker(s)
- Increase level of reinforcement

The "Gold" Rule of Instructional Strategies in Supported Employment

A Lack of Learning in Any Particular Situation Should First Be Interpreted As a Result of Inappropriate or Insufficient Use of Teaching Strategy, Rather than Inability on the Part of the Learner.

-- Marc Gold

Components of Instructional Programs for Systematic Job Site Training

- ☑ Task Analyses and Instructional Objectives
- ☑ Probe/Baseline Assessment Procedures
- ☑ Instructional Strategies and Procedures
- ☑ Reinforcement Strategies
- ☑ Fading Strategies to Ensure Maintenance and Generalization

Uses For A Task Analysis

An employment specialist can use a task analysis......

- To organize and systematize instruction;
- To evaluate an employee's progress;
- To identify stumbling blocks and plan for adaptations, compensatory strategies, etc.; and
- To assist the employee in staying organized.

Remember : A good task analysis is the foundation of good instruction!!

Characteristics of a "Good" Task Analysis

1. The targeted work behavior is specified.
2. Steps are stated in terms of ***observable*** behavior.
3. Steps are written with adequate detail...with one behavior per step.
4. Each step results in a visible change in the job or process.
5. Steps are ordered from first to last.
6. Steps are worded in the form of a verbal cue.

Adapted from M. Snell (Ed.) (1983). Systematic instruction of the moderately and severely handicapped. Columbus, Ohio: Charles E. Merrill Publishing Co.

Helpful Hints for Developing Task Analyses

1. ***MODIFICATION***

   ...write, implement, modify, & rewrite

2. ***DISCRIMINATION***

   ...eliminate discrimination & build it into system

3. ***EFFICIENCY***

   ...both hands; least amount of movement

4. ***CUE***

   ...clear & concise; short; direct or indirect

5. ***PRODUCTION & QUALITY***

   ...may eliminate problems

Developing & Using Task Analyses in Job Settings

1. Inventory the entire job through an initial job analysis.
2. Identify specific tasks needed to complete the job.
3. Observe and perform the identified task(s).
4. Develop a task analysis for each task.
5. "Field test" your task analyses.
6. Revise the task analyses as needed.
7. Set a performance criterion for the consumer.
8. Baseline the individual's current performance level.
9. Begin acquisition training using the task analysis.
10. Probe/test the individual's performance on a regular basis.
11. Provide acquisition training until performance criterion is met.

How Can I Assess an Employee's Progress on a Job Site

BASELINE: Conducted prior to training.

1. Tells what the consumer can already do.
2. What needs training.

How to conduct a baseline:

1. Baseline each job skill to be trained at least once prior to training.
2. Show/tell the consumer what is expected.

3. Select a baseline strategy appropriate to the job site/tasks to be taught.

4. Remember this is a test!

5. Do not provide additional cues.

6. Do not give any reinforcement.

7. Thank the consumer for attempting the task after the baseline is completed.

What is a Probe?

A probe uses the same strategy as the baseline. However, this is conducted after training begins.

Probes should be conducted on a regular basis...***at least once a week.***

Why do I need to take a baseline and conduct probes on job sites?

1. Tells whether a particular instructional strategy is effective.
2. Provides documentation for continued funding of the placement.
3. Assists in making valid program decisions i.e. changing strategies, adding external cues, modifying tasks, etc.
4. Probes should continue **throughout** the process into follow-along to identify re-training needs.

Graphing Data

- Provides a visual look at the consumer's skill acquisition.

- Graph % of task completed correctly by dividing # of correct steps by # of steps in the task and multiplying by 100.

or

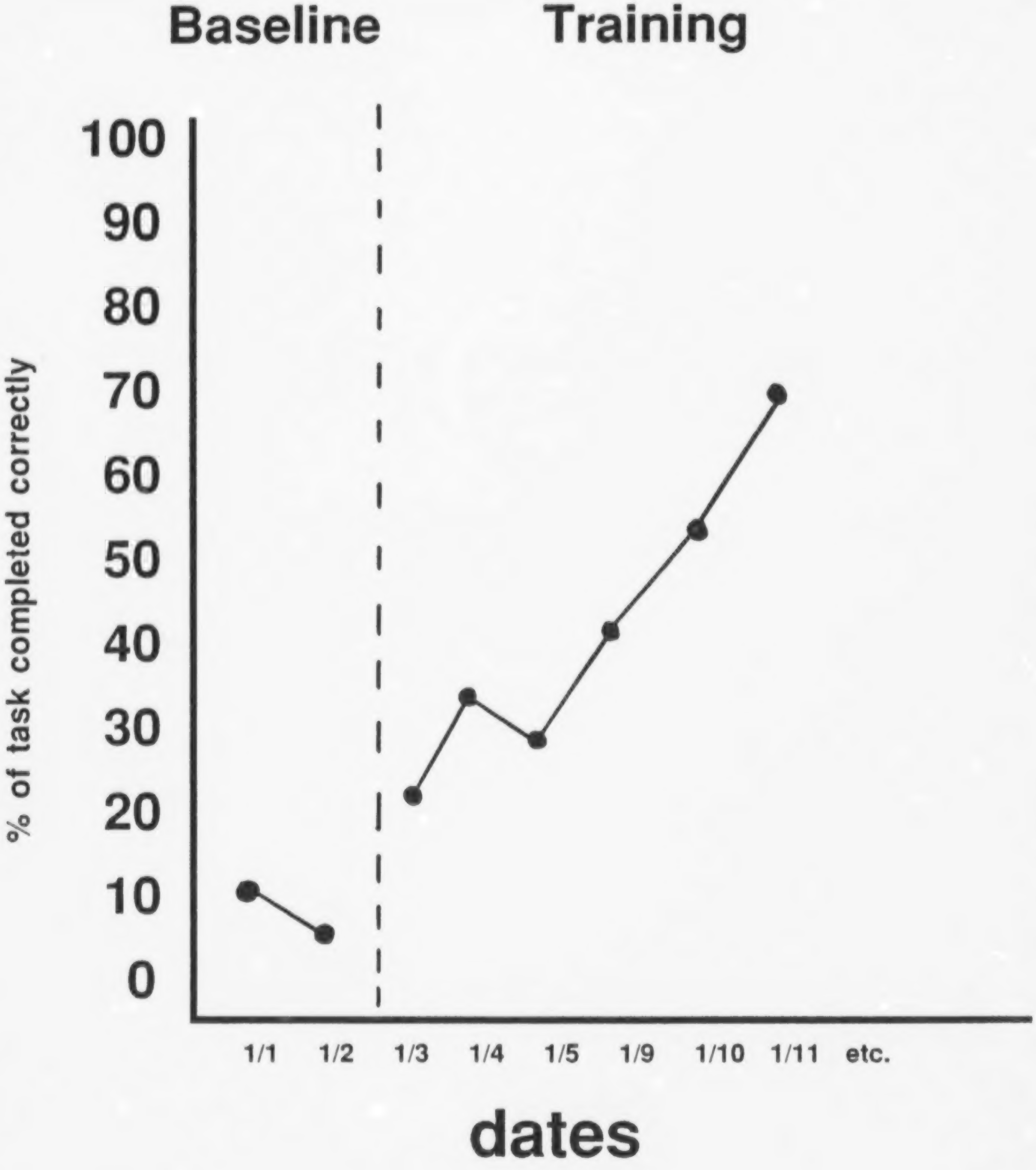
- Graph # of steps completed correctly.

- Graph %/steps correct on vertical axis.

- Graph the dates of the "tests" on the horizontal axis.

- Be sure to label your graphs i.e. Fred's Dishing Washing Job Duty

Fred's Dishing Washing Job



Instruction Using A Task Analysis

Can be done using _Forward_ or _Backward_ chaining.

1. _Forward chaining_ simply means that instruction begins with the first step and progresses to the last.

2. Teach one step at a time, completing the remaining steps for the consumer.

or

3. Teach all steps in the task from the first to the last.

4. _Backward chaining_ begins at the end of the task and teaches one step at a time.

5. The worker is put through the remaining steps i.e., the employment specialist assists the consumer to complete all steps in the task to the last...instruction is then given on that step.

6. As the consumer learns a step, the next one back in the chain is added until all steps have been taught.

7. Backward chaining is rarely used on supported employment job sites.

8. Strategy has been used primarily with time delay.

9. It is preferable to teach all steps in the task using forward chaining unless the consumer requires the more intrusive backward chaining strategy.

How do items develop reinforcing properties/value?

"One man's meat is another man's poison!"

1. No just anything can be used as a reinforcer.

2. A reinforcer should have properties that are:

   A. Reinforcing to a specific individual
   B. Under specific conditions

3. UNCONDITIONED Reinforcers

   Food when you are hungry
   Drink when you are thirsty
   Heat when you are cold
   etc.

4. CONDITIONED Reinforcers

   Those items that become reinforcing to an individual based on events in his/her life. Usually an unconditioned reinforcer is paired with a previously neutral item which then acquires reinforcing value. i.e. paycheck, supervisor praise, coworker approval,

How to get the most mileage out of your reinforcers.

1. The reinforcer should be delivered immediately following the behavior you want to increase.

2. A worker can "satiate" or get tired of a reinforcer. Always have a variety of reinforcers available.

3 The amount of reinforcement delivered and the level of worker "deprivation" will effect the power of a reinforcer. A LITTLE CAN GO A LONG WAY!!

4. Gradually change the requirements in your program to fade the reinforcement.

5. Pair reinforcers that you have added to the job site to those found naturally. This will help the worker continue performing after the employment specialist has faded from the job.

Using a Reinforcement Questionnaire

1. What are some things you like to do when you are alone in your leisure time?
2. What group activities do you enjoy doing in your free time?
3. Please list (tell me about) your hobbies or games you enjoy.
4. Are there any hobbies or games you would like to learn?
5. Do you like listening to music?
6. List (tell me about) the type of music you like.
7. Who do you like spending time with?
8. If you had $.50 what would you buy?
9. If you had $1.00 what would you buy?
10. If you had $5.00 what would you buy?....etc.

Using Reinforcement in an Instructional Program

Ratio Schedule of Reinforcement =

set number of behaviors
i.e. steps in a task analysis
number of pots scrubbed
number of windows washed
number of towels folded

Ratio Schedules can be *fixed or variable*.

Fixed Ratio Schedules:

i.e. after
every 3 steps in the task analysis
every four pots scrubbed
every 2 windows washed
every 10 towels folded
etc.

Variable Ratio Schedule:

on the average of a number of responses.

Interval Schedule of Reinforcement =

set period of time.
i.e minutes, hours, days, weeks, etc.

Interval Schedules can be *fixed or variable.*

Fixed Interval Schedule:

i.e. every 5 minutes
every 3 days
once a week
every other day
etc.

Variable Interval Schedule:

on the average of every 10 minutes
on the average of every 3 days
on the average of every hour
etc.

Regardless of the schedule being used, set a criteria and gradually increase the requirements in order to fade the reinforcement.

What is Systematic Instruction??

I. Cues/Prompts:

1. May be instructional or natural.

2. Instructional cues are provided by the trainer and are faded during skill acquisition.

3. Natural cues are already available in the environment and remain after the trainer has left the job site.

4. External cues/prompts are added to the environment and may remain after the trainer has faded.

II. Cues Include:

1. gestural cues
2. indirect verbal
3. direct verbal
4. physical prompts
5. pictures
6. written information
7. color cues
8. materials
9. etc.

III. Cues/Prompts must be applied systematically to promote skill acquisition.

1. Select cues that are individualized to the needs of the employee and the work environment.
2. Begin with natural types of cues at natural intensities, durations, and frequencies before adding instructional cues.
3. Always give the employee the opportunity to perform independently before providing a cue.
4. Be consistent in the type and frequency of cues given.
5. Continually re-evaluate your program plan to ensure skill acquisition.

Instructional Methods

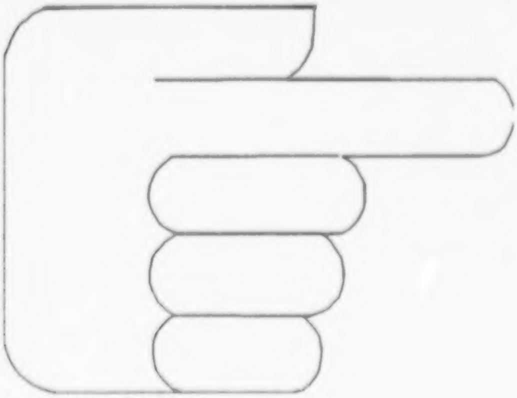
Programming naturally occurring cues

Programming naturally occurring contingencies

Programming naturally occurring reinforcers

Utilizing coworker facilitators

Training self-management techniques



Job Site Training "Rule of Thumb"

There is no one right answer for any problem or situation! Employees with similar job site training needs will respond to and require different intervention strategies.

BRAINSTORMING SOLUTIONS TO JOB SITE TRAINING PROBLEMS:

or

"WHY ISN'T MY PROGRAM WORKING?"

STEP 1: Analyze the Effectiveness of the Training Strategy.

- Does the training strategy match the learning style of individual worker?
- Is the person responding to the type of prompt(s) you have selected?
- Is he/she attending to the task?
- Are too many skills being taught at the same time?

STEP 2: Has the task analysis been individualized to match the individual's abilities?

- Has the task been broken down into small enough steps?
- Have the physical limitations of the consumer been taken into consideration?
- Can the task be taught in sections rather than the entire chain?
- Does the task analysis eliminate the need to make quality judgments?
- Would external cues or adaptive equipment help the worker learn the task?

STEP 3: Have all of the components of delivering reinforcement been considered?

- Is the reinforcement given immediately?
- Has the reinforcement been reduced too quickly?
- Does the reinforcement match the individual's current abilities? (i.e. Does the person need a material/food item paired with social praise?)
- Have the naturally occurring reinforcers (supervisor/co-worker praise) become meaningful to the individual?
- Does the individual have a behavior problem that is interfering with learning the task?

STEP 4: Can the job be modified for the specific problem areas?

- Are there simple equipment adaptations that can be added to assist the individual?

- Can co-workers provide assistance during a difficult portion of the task?

- Could this job duty be traded for one of equal responsibility?

TAKEN FROM: Moon, M.S., Inge,K.J., Wehman, P., Brooke, V., & Barcus, M. (1990). Helping persons with severe disabilities get and keep employment: Supported employment issues and outcomes. Baltimore: Paul H. Brookes.

Issues During Stabilization

*** Strategies for increasing work production to company standards

*** Guidelines for programming naturally occurring cues, contingencies, and reinforcement

*** Strategies for fading employment/job coach presence from the work site

*** Strategies for coworker advocacy

Guidelines for Fading

Look at work performance data

Systematically reduce reinforcement

Systematically Fade Trainer Prompts

Systematically increase trainer distance

Monitor work performance with systematic data collection

A Fading Schedule is Determined by:

1. . . . the employee's performance

2. . . . the needs of the supervisor and coworkers

3. . . . the characteristics of the job and job site

Types of Self-Management

Self Instruction

Labels

Picture Cues

Checklist

Pictorial Job Duty Booklet

Pretaped Instructions

Tactile Cue

Guidelines for Insuring Supervisor(s) Involvement

Have Supervisor(s):

. . . Communicate directly with the employee

. . . Included during all phases of training

. . . Communicate natural corrections to the employee

. . . Reinforce the employee for work performance

SAMPLE JOB SITE TRAINING HANDOUTS

What is the Role of an Employment Specialist in Job Site Training

An employment specialist or "job coach" is responsible for:

- completing a thorough job analysis
- developing comprehensive task analyses
- orienting an employee to a job site
- ensuring transportation
- communicating with individuals on the job site and in the community
- communicating and problem-solving with the new employee
- choosing appropriate and individualized instructional strategies
- training skill acquisition on all job tasks
- ensuring job tasks are completed to company standards
- collecting skill acquisition and production data
- making data-based and observational decisions on changes in instructional strategies, need for compensatory strategies, behavior management programs, modifications, and/or assistive devices
- advocating for physical and social integration of the new employee
- training required productivity
- systematically fading from the job site
- identifying and coordinating needed services in the community
- identifying and using formal and informal natural supports to stabilize the new employee

Orientation of New Employees

During orientation, the role of an employment specialist may include:

- assisting the employee with transportation
- assisting the employee with selection or purchase of appropriate clothing
- introducing the employee to his or her direct supervisor and co-workers
- giving a tour of the workplace
- orienting the employee to the primary work station, restrooms, break areas, supervisor's office, etc.
- showing the location of the time clock and teaching the employee to use it
- informing the employee of company policies on lateness, illness, and other emergency situations
- teaching the employee to follow his or her work schedule
- re-assessing the employee's skills and support needs for the specific job

- Adapted from Barcus et al. (1987) and McLaughlin et al. (1987)

How Can I Assess an Employee's Progress on a Job Site

Baselines and probes are two types of assessment which can be used to measure an employee's independent performance of work and related work skills. They are tests which tell employment specialists how much of a target skill an employee has learned. Baselines and probes are conducted using identical procedures, but they differ in timing and purpose:

- Baselines are tests conducted during the first few days of employment prior to beginning instructional strategies. Baselines tell you how much of a skill an employee already knows. For example, an employee may have previous experiences in a fast food restaurant. Baselines tell employment specialists what part of the skill the employee can already do and what part of the skill an employee needs training on. Baselines may even tell employment specialists that training isn't needed on some skills!
- Baselines must be conducted over a period of time, generally three days (Snell, 1987) until a stable pattern is established. Sometimes on a job site, you may only be able to collect one or two days of baseline data.
- Probes are tests conducted on a regular basis after instructional strategies have begun to be implemented. Probes tell employment specialists whether selected instructional and compensatory strategies are effective. Probes enable employment specialists to assess skill

acquisition in a consistent and documented fashion and to make valid decisions on changing strategies, adding assistive devices, modifying tasks, and even ending job placements.

- Probes should be conducted on a regular basis, generally once a week (Snell, 19087) at the beginning of a work day. They may be conducted more frequently during the first two to three weeks of training. They should also be conducted during follow-along to ensure skill maintenance.

Now That I Know What Baselines and Probes are, How Do I Conduct Them?

- Tell the employee you are going to be giving a test to see how much he or she can do independently.
- Remember -- they are tests! Don't provide any help or cues.
- Give the instructional cue.
- Using the tasks analysis, record all of the steps that the employee completes correctly as correct (+).
- As soon as the employee makes a mistake, either an incomplete, incorrect, or out of sequence step, record the step as incorrect (-).
- Record all subsequent steps as incorrect (-) and discontinue testing.
- Begin training on the first step the employee missed.

Guidelines for Collecting Probe Data

Procedure #1: "Multiple Opportunity Probe"

1. Have the worker move to the appropriate work area unless movement is part of the task analysis.
2. Stand beside or behind the worker so that data collection does not interrupt the work flow.
3. Tell the worker that he or she is going to work without assistance to see how much he or she can do independently.
4. Provide the work cue (i.e., "Scrub the pots.".
5. Do not provide any prompts or reinforcement.
6. Wait 3 - 5 seconds for the employee to initiate a responses.
7. Record (+) for correct performance or a (-) for incorrect performance on the task analysis form.
8. If incorrect, set the worker up to perform the next step in the task analysis. Repeat until the entire task has been tested.

Guidelines for Collecting Probe Data

Procedure #2: "Single Opportunity Probe"

1. Have the worker move to the appropriate work area unless movement is part of the task analysis.

2. Stand beside or behind the worker so that data collection does not interrupt the work flow.

3. Tell the worker that he or she is going to work without assistance to see how much he or she can do independently.

4. Provide the work cue, (i.e., "Scrub the pots").

5. Do not provide any prompts or reinforcement.

6. Wait 3-5 seconds for the employee to make a response.

7. If he or she does not begin to work, discontinue the probe and score a (-) for all steps on the task analysis form.

8. If the consumer begins to work, allow him or her to continue as long as correct responses are being made. Score a (+) for correct performance on the task analysis form.

9. As soon as an error is made, discontinue the probe and score a (-) for all remaining steps in the task analysis.

Example of Prompts Used in Employment Settings

Verbal Instructions

- "Clean the tables"
- "Mop Floor"
- "Clean Windows"

Gestures

- Touching a stack of aprons to prompt the employee to put on an apron.
- Pointing to the time clock to remind an individual to punch in before work.
- Tapping a wrist watch to prompt the employee to take a lunch break.

Models

- Employment specialist gives cue "Fold Towels" and simultaneously demonstrates folding a towel.
- Give cue "Clean Window" and simultaneously squirts window with cleaning solution.
- Give cue turn on water and simultaneously turns the facet handle.

Physical Prompts

- Employment specialist with hands over the employee's hands guides the worker in sweeping a floor mat.
- Employment specialist touches the employee's elbow to guide her to pick up a cleaning rag.
- Employment specialists grasps the worker's hand and places it on a plate simultaneously with the cue "Pick Up Plate."

Guidelines for Using a Response Prompt Hierarchy

1. Have the employee move to the appropriate work area unless movement is part of the task analysis (TA).
2. Stand behind or beside the worker so that you can quickly provide prompts when necessary.
3. Provide cue to begin task. (Example: "Wash mirror")
4. Wait 3-5 seconds for self-initiation for step 1 in task analysis.
5. If the worker completes the step independently, proceed to Step 2 of the TA.
6. If the worker is incorrect or does not respond within 3-5 seconds, provide a verbal prompt specific to Step 1 in the TA. (Example: Pick up cleaner")
7. If the worker completes the stp independently, reinforce and move to Step 2.
8. If the worker is incorrect or does not respond within 3-5 seconds, repeat the verbal prompt (Example: "Pick up cleaner") and simultaneously model the response (employment specialist picks up cleaner).
9. If the worker completes the step independently, reinforce and move to Step 2.
10. If the worker is incorrect or does not respond within 3-5 seconds, repeat the verbal prompt ("Pick up Cleaner") and physically guide the worker through the response (Employment specialist guides the worker's hand to the cleaner).
11. Reinforce and move to Step 2.
12. Repeat the procedure for each step in the TA until the job duty is completed.
13. Always immediately interrupt an error with the next prompt in the least prompt system.

What are naturally occurring cues?

Natural cues represent some feature of the work environment which indicate to the employee what should be done next.

Some examples of a natural cue are a sign, an item on a conveyor belt, the presence of a coworker or customer, an alarm indicating the end of the work shift.

If the employee responds with the correct response following the natural cue, no intervention is necessary.

(Barcus et al., 1987)

How do I program natural cues?

1. Identify the natural cue.
2. Develop a systematic instructional program for training the correct response to the natural cue.
3. Provide reinforcement after each correct response to the natural cue.
4. Collect data to monitor performance.
5. Gradually reduce trainer intervention and reinforcement after criterion is met.
6. Collect follow-up data to ensure consumer performance after the trainer has faded from the site.

What is a naturally occurring contingency?

Natural contingencies include natural corrections from persons in an employee's environment and the natural consequences of performing an action or job duty that can motivate an individual to continue the appropriate response or modify an inappropriate response.

If the natural contingencies maintain the employee's performance at the company standard, no intervention is necessary.

(Barcus et al., 1987)

How do I program for naturally occurring contingencies?

1. Identify the naturally occurring contingencies.

2. Often co-workers, supervisors, and customers will direct the consequence to the employment specialists rather than to the employee. The employment specialist needs to redirect them to deliver the consequence directly to the employee.

3. Implement a systematic instructional procedure to train the appropriate response and behavior.

How do I decide when to begin fading from the job site?

The decision to begin fading should be made after reviewing the following data:

- **task acquisition data**
- **on/off task behavioral data**
- **prompting (training) data**
- **work quality data**
- **production rate data**
- **supervisor evaluation**

Fading should be initiate when the employee is independently performing one or more job tasks to company standards. Begin by fading artificial cues, thinning reinforcement schedules, and increasing your physical distance from he employee. Complete fading may require the use of natural supports that exist in the work environment such as co-workers, lights, buzzers, or Employee Assistance programs (EAPS) and/or the use of artificial supports that the worker has been trained to us such as picture or written cues, assistive devices,or contingency contracts.

Another important consideration in deciding when to fade from the job site is the employee's social participation at the job site. Does the employee interact with other co-workers? Do the co-workers interact with the employee? Does the employment specialist still need to intervene to help the worker "fit in" at the job site? Possible intervention strategies to increase social integration might include:

- **provide related vocational skills training**
- **advocate on behalf of the employee**
- **model interactions for co-workers and supervisors**
- **teach the worker the "social culture: of the job site**

Steps in Fading

- **review all data**
- **tell the employee you are going to begin fading**
- **tell the supervisor you are going to begin fading**
- **write down a gradual and systematic plan**

How Can I Increase an Employee's Production Rate?

Production may be defined as an employee's ability to perform one or more job duties to a company's standards under natural work conditions.

- Verify the job site production standards;
- Ensure that the employee has acquired the job skill;
- Determine the employee's current production rate of the job skill;
- Select strategies to increase the production rate;
- Design and implement a program to increase the employee's production rate.

(Barcus et al., 1987; McLaughlin, et al., 1988)

Before implementing a formal production program, try these strategies

- Inform the employee of the company production standard;
- Inform the employee of her/his current production rate;
- Keep the employee informed of her/his progress;
- Model the appropriate production rate.

Next add these more formal strategies

- Program for naturally occurring cues;
- Program for naturally occurring contingencies;
- Program for naturally occurring reinforcers;
- Use changing criterion procedures;
- Use self-management procedures;
- Incorporate job modifications and assistive devices.

Helpful Hint

Many production problems are really skill acquisition problems -- make sure the employee knows the skill and performs it in the most efficient way. In addition, make sure that the company's stated production rate is the actual performed production rate. Finally, assess the importance of production on the specific job site before making a job termination.

What is a changing criterion procedure and how can I use it to increase productivity?

- A changing criterion procedure is one systematic procedure that may be used to gradually increase an employee's work performance to the standard production rate.
- An intervention program is implemented using a series of phases which gradually bring the rat of work performance closer and closer to the targeted level.

(Barcus, et al., 1987; Snell, 1987)

How do I implement a changing criterion procedure?

- Identify the standard or target production rate.
- Take a baseline measure of the worker's production rate.
- Select a reinforcement procedure.
- Choose an initial performance level that is close to the baselined performance rate. This will require minimal behavior change immediately and will give he employee the opportunity to earn the reinforcement.
- When the criterion is met, gradually increase the amount of work that needs to be completed in order to receive reinforcement.
- Continue increasing the criterion level until the target performance level is reached.
- Fade employment specialist intervention.

What is a self-management procedure?

Self-management refers to the ability of an employee to monitor his or her work performance through the use of external prompts or procedures.

Examples of self-management procedures are: self-instruction, labels, picture cues, checklists, pictorial job duty booklets, pretaped instructions, and/or tactile cues.

How do I teach someone to use a self-management procedure?

Review probe data

Obtain the supervisors approval before implementing.

Develop a systematic instructional program to teach the individual to use the self-management procedure.

Collect data to assess learning.

Fade trainer intervention.

Fade the self-management if possible.

(Barcus, et al., 1987)

What is Rehabilitation Technology?

- *PL 99-506, The Rehabilitation Act Amendments of 1986, define rehabilitation technology services as "the systematic application of technology, engineering methodologies, or scientific principles to meet needs of individuals with handicaps in areas which include education, rehabilitation, employment, transportation, independent living and recreation."*

Rehabilitation technology and assistive technology are defined and funded by:

- The Education for All Handicapped Children Act (P.L. 94-142) (P.L. 99-457)
- The Vocational Rehabilitation Act Amendments of 1986 (P.L. 99-506)
- The Developmental Disabilities Assistance Act Amendments of 1987 (P.L. 100-297)
- The Social Security Act (P.L. 99-509)
  Medicaid
  Medicare
  Maternal and Child Health Services Block Grant
- The Technology-Related Assistance for Individuals with Disabilities Act of 1988 (P.L. 100-407)

What is a Rehabilitation Technologist?

A rehabilitation technologist does not have to be an engineer! He or she may be an occupational or physical therapist, a speech therapist, an employment specialist, or a handy person. A rehabilitation technologist is skilled in:

- **assessing an employee and/or environmental need;**
- **selecting and installing commercially available adaptations;**
- **designing, fabricating, and installing adaptations;**
- **instructing the employee and employment specialist in using the adaptations; and**
- **repairing and/or modifying the adaptations.**

FOLLOW-ALONG

It is important that the employment specialist have a system for regular follow-along of a worker's performance after fading from the job site (Moon et al., 1986). Follow-along is a proactive process which relies on the cooperation of key people who are involved with the consumer and her or his employment. The goal of follow-along is to make available the necessary supports as needed, to maintain and enhance the position of the worker as a valued member of the work force (Moon et al., 1990). It should be systematic and individualized for each supported employment consumer.

Planning for follow-along requires that the employment specialist review the worker's current vocational experience in order to identify activities/supports necessary for maintaining the worker in a quality job. Next, the employment specialist must plan follow-along activities which includes the development of an agreement among the people and resources whose participation is necessary to support the follow-along activities. This requires that all involved individuals understand the worker's situation and reach an agreement on cooperative actions for supporting the worker. Finally, the employment specialist must oversee the implementation of the follow-along plan with routine monitoring of the quality of the worker's experience.

Case Management

It is the employment specialist's responsibility to establish a regular ongoing schedule for review of the worker's employment. This structured process focuses on gaining an accurate picture of the worker's situation and identifying activities necessary to maintain a high quality work experience. Follow-along planning requires the involvement of those people and resources whose cooperation and participation will support the identified activities (Moon et al., 1990). **Effective follow-along services must attempt to identify areas of need before a crisis develops.**

Review of Worker's Performance

Review of a worker's performance begins the first day of employment (Moon et al., 1986). Methods that an employment specialist may use to review a worker's performance throughout the supported employment process including follow-along include: 1) instructional data, 2) evaluations by the supervisor(s), 3) self evaluations, 4) family member input, 5) coworker/mentor input, 6) on-site observations, 7) off-site interviews, and 8) telephone contacts (Moon et al., 1986; Rusch, 1986). The following section provides a brief description of each of these evaluation methods.

1. ***Instructional Data***: The employment specialist should review and analyze instructional data which may include probe data, prompt data, production data, and on/off task data. In addition to this information, the employment specialist must determine the degree to which the worker performs assigned job duties under the controls of the work site's natural reinforcers, cues, contingencies, and supervision.

Supervisor(s) Evaluations: The employment specialist should routinely solicit the supervisor's satisfaction with the worker's performance of the job as well as his or her integration into the work-force. This can be accomplished through on-site visits as well as telephone contacts. Remember to schedule these visits and evaluations based on the convenience of the supervisor.

3. ***Worker Self-Evaluations***: It is imperative that the employment specialist include the consumer in the evaluation process. He or she will be able to report satisfaction with job duties as well as other issues of concern on the job site. Based on the skill level of the consumer, the employment specialist may need to combine other evaluation methods with the worker's self-evaluation in order to fully determine needs or issues. For instance, a worker may report that he/she no longer likes the job, while, in fact, the employment specialist determines through observation and interviews that a favorite coworker has been transferred to another division of the company.

4. ***Family Input***: The employment specialist must assess the family's satisfaction with their son/daughter's current employment as well as the level of support they provide the worker.

5. ***Coworker Input***: An invaluable source of information regarding a worker's performance and integration into the work force is coworkers. The employment specialist will want to seek the views of the coworkers, since they may often identify problems or concerns before the supervisor is made aware of them.

6. ***On-site Observations***: Periodic visits to the job site offers the employment specialist first hand information on the worker's performance and acceptance within the work place. In fact, the current federal guidelines for supported employment requires that a consumer receive a minimum of 2 on-site visits per month. In addition, programs need to determine the number of visits that are necessary based on the characteristics of the consumers served in their various supported employment options.

7. Off-site Visits: Some worker's prefer that the employment specialist not return to the site once he or she has faded. The employment specialist may need to schedule off-site visits in order to maintain contact with the worker.

8. Telephone Contacts: It is not always feasible to make on-site or off-site visits. Therefore, the employment specialist may need to contact the worker, supervisor, family or others by telephone in order to collect the needed information.

Implementation

The employment specialist is responsible for assuring that a follow-along schedule is developed which includes dates and times that activities will be conducted. This process includes the identification of any "crisis" situations which require immediate attention to prevent the worker from losing her or his job (Kreutzer & Morton, 1988; Rusch, 1986). The employment specialist must continuously attempt to determine if the worker has autonomy in everyday work related matters, whether his or her work is meaningful, and if he or she is receiving the appropriate level or type of assistance. Ultimately the follow-along process should enable the consumer to maintain his/her job as long as he/she wants to work, while holding a valued place among the coworkers in the work place.

COMPETENCIES

Follow-along is a major component of supported employment and a required function for an employment specialist in order to assist a worker in maintaining employment (Moon et al., 1986). Follow-along consists of three activities that may be conducted by the employment specialist on a regular basis. These activities are: periodic review of a worker's performance; case management; and implementation of an individualized follow-along plan. The following is a listing of knowledge, skills, and abilities necessary for an employment specialist to successfully perform within each of the three activities.

ACTIVITY	KNOWLEDGE, SKILLS, & ABILITIES
REVIEW OF WORKER PERFORMANCE	solicit the supervisor's satisfaction with the worker's productivity and integration into the work force
	collect instructional intervention data
	collect probe data
	collect production data
	collect on/off task data
	identify coworkers' perceptions of the worker's integration into the work force
	solicit family members satisfaction with the worker's current employment
	identify the worker's satisfaction with her or his job
	conduct on-site observations to observe performance first hand
	conduct interviews with the worker away from the work site
	analyze and interpret data

ACTIVITY	KNOWLEDGE, SKILLS, & ABILITIES
CASE MANAGEMENT	record how intervention time is spent with the worker
	coordinate services with various human service agencies involved in ongoing support
	determine the worker's ongoing support needs
	plan and coordinate the provision of the identified **individualized** needs
	establish a follow-along schedule which identifies the activity, who is responsible, when and how it will be available
IMPLEMENTATION	determine if the worker has anatomy in the work place
	communicate with: • MR/DD adult services • Rehabilitation services • School services • Mental health services • Welfare • Medical insurance • Transportation • Unemployment compensation • Social security
	demonstrate knowledge of federal and state regulations that apply to follow-along services provided to supported employment recipients
	determine if the worker is currently satisfied with his or her job
	problem solve solutions for addressing "crisis" situations

ACTIVITY	KNOWLEDGE, SKILLS, & ABILITIES
IMPLEMENTATION (continued)	complete progress reports
	maintain regular contact/communication with the employer and the worker
	retrain job skills when necessary
	advocate for the necessary supports for the worker
	counsel the worker on career advancement

Designing Needs Assessments

As in the other training areas of supported employment, conducting a needs assessment is critical to developing effective staff development programs. Many strategies are available and should be combined to fully determine the content of an inservice program. The following needs assessments offer examples of two different types of questionnaires that could be used to identify an employment specialist's need for follow-along training. The first asks the trainee to self-evaluate by answering open-ended questions related to the various topics that might be covered in this area of supported employment. The second requires the individual to rate the topical areas and then rank them in order of importance.

Staff Development Needs Assessment

FOLLOW-ALONG

Please take time to complete this needs assessment form. There are three activities listed which are required functions of an employment specialist during follow-along. First, list strategies that you are familiar with, then describe how you would use each of the strategies that you identify.

---

1. REVIEW OF WORKER PERFORMANCE

____ CHECK HERE IF YOU NEED INTENSIVE TRAINING

LIST THE STRATEGIES THAT YOU ARE FAMILIAR WITH OR HAVE USED.

DESCRIBE HOW YOU WOULD USE EACH OF THE ABOVE STRATEGIES

2. CASE MANAGEMENT

____ CHECK HERE IF YOU NEED INTENSIVE TRAINING

LIST THE STRATEGIES THAT YOU ARE FAMILIAR WITH OR HAVE USED.

DESCRIBE HOW YOU WOULD USE EACH OF THE ABOVE STRATEGIES

3. IMPLEMENTATION

____ **CHECK HERE IF YOU NEED INTENSIVE TRAINING**

LIST THE STRATEGIES THAT YOU ARE FAMILIAR WITH OR HAVE USED.

DESCRIBE HOW YOU WOULD USE EACH OF THE ABOVE STRATEGIES

Follow-Along Needs Assessment

Implementation

The following needs assessment will be used to design a staff development program for implementing follow-along services in supported employment. Please take a few minutes to read each item. You are first asked to rate each question indicating if you have no, some, or a great deal of interest in receiving training on that topic. Then look again at your list and select the three issues that would be of greatest interest/need for you.

Activity	**1** no interest	**2** some interest	**3** a great interest
1. Communication with other agencies i.e.			
• MR/DD adult services	1	2	3
• Rehabilitation Services	1	2	3
• Schools	1	2	3
• Mental Health Services	1	2	3
• Welfare	1	2	3
• Medical insurance	1	2	3
• Transportation	1	2	3
• Unemployment Compensation	1	2	3
• Social Security	1	2	3
2. Federal and state regulations that apply to follow-along services provided to supported employment recipients.	1	2	3
3. Determining consumer satisfaction.	1	2	3
4. Problem solving "crisis" situations.	1	2	3

Activity		1 no interest	2 some interest	3 a great interest
5.	Completing progress reports.	1	2	3
6.	Maintain contact/communication with the employer and coworker.	1	2	3
7.	Job skill retraining.	1	2	3
8.	Advocating for consumer supports.	1	2	3
9.	Counseling the worker on career advancement.	1	2	3
10.	Assessing worker autonomy in the work place.	1	2	3

Please rank from most important to least important the three areas that you see as your greatest needs for follow-along training.

1. ______________________________

2. ______________________________

3. ______________________________

Evaluation

The main reason for staff development evaluation is to determine what impact, if any, the training has had on the organization, the skills of the employment specialist(s), and the service outcomes to individuals receiving services from the employment specialist. One component of evaluation is an assessment of the employment specialist's satisfaction with the training provided. Another component is a determination of the level of proficiency with which the employment specialist applies the skills in his or her day to day performance of their job.

A third component is the effects on the outcomes for individuals served by the employment specialist. This includes the individual the employment specialist works with to provide ongoing support and follow-along services. The final component of evaluation is the worker, trainer, and/or employment specialist's supervisor's satisfaction with the training. This section contains examples of evaluation activities that may be helpful in assessing the results of training in the area of follow-along.

EXAMPLE 1:

This form is used to assess the employment specialists satisfaction with the training provided. With this form the employment specialist is to indicate when they feel they have received sufficient training to adequately prepare them to perform the activities listed on the agreement. If training is provided on an objective, but the employment specialist still does not feel adequately prepared, the trainer must provide additional training to satisfy the employment specialist's needs. Training is not considered complete until the employment specialist has signed off on each objective.

EXAMPLE 2:

This form is used by an observer when an employment specialist is completing a follow-along contact with a worker. The observer will make notes of the employment specialists handling of the contact and later give feedback to him or her regarding the results of the observation.

EXAMPLE 3:

This evaluation from is to be used with a consumer who is supported by the employment specialist. This form may be mailed to the worker or the trainer may chose to make a call him/her or schedule a face to face meeting. The information on this form will provide the trainer with information on how this worker perceived the skills of the employment specialist. This tool needs to be randomly used with several workers in order to get a picture of the employment specialist's implementation of the follow along support.

Follow-Along: EXAMPLE 1

REVIEW OF WORKER PERFORMANCE

Date(s) of Training	Training Objective	Sufficient Training Provided	
		Employment Specialist	Trainer
______	solicit supervisor's satisfaction with the worker's productivity and integration into the work force	______	______
______	collect instructional intervention data	______	______
______	collect probe data	______	______
______	collet production data	______	______
______	collect on/off task data	______	______
______	identify coworker(s) perceptions of the worker's integration into the workforce	______	______
______	identify family member(s) satisfaction with the worker's current employment	______	______
______	identify the worker's satisfaction with her or his job	______	______
______	conduct on-site observations to observe the worker's performance	______	______
______	conduct interviews with the worker away from the job site	______	______
______	analyze and interpreting data	______	______

I have received sufficient training and feel adequately prepared to perform all of the objectives listed on this agreement.

EMPLOYMENT SPECIALIST SIGNATURE ______________________________ DATE ______________

EXAMPLE 2

FOLLOW-ALONG

Observe the employment specialist with a worker. If the employment specialist demonstrates the points listed on the observation sheet, put a + in the yes column, if she or he does not exhibit a point, put a in the no column. Under each point is space to indicate comments, use this space to indicate specific examples and/or information that reflects the employment specialist's performance.

Employment Specialist's Skill	yes	no
explains purpose of discussion observer notes:		
conducts in a private setting observer notes:		
maintains eye contact observer notes:		
listens to the worker actively: uses body language to communicate interest uses body language to communicate understanding uses verbal encouragement to stimulate conversation observer notes:		

Employment Specialist's Skill	**yes**	**no**
uses restatement of information to make sure he or she understands the worker observer notes:		
sought clarification observer notes:		
summarizes conversation observer notes:		
agrees on a resolution observer notes:		

SUMMARY & RECOMMENDATIONS

EXAMPLE 3

WORKER EVALUATION

Does your employment specialist listen to you? ___YES ___NO

Did you talk to your employment specialist this week? ___YES ___NO

Has your employment specialist been to visit you at your job this week? ___YES ___NO

If you call your employment specialist does she or he talk to you over the phone? ___YES ___NO

Are you satisfied with the support you receive from your employment specialist? ___YES ___NO

Would you like this employment specialist to continue to work with you? ___YES ___NO

OTHER COMMENTS: ____

____

____

____

ACTIVITY: "How is it going?"

Supported Work Component: Follow Along

Goal of Activity: The goal of this activity is to give the employment specialist an opportunity to practice employer contact skills.

Materials:

- Supervisor evaluation form
- Follow-along observation form
- Worker Scenarios

Time Allotted: 60 - 90 minutes

Summary of Activity: The trainer will need to contact local business sites and set up interview times with the supervisor. The trainer will need to explain the purpose of the activity to the employer and describe exactly what commitment you are requesting. The trainer will need a business location for each of the participants involved in the training.

Individual Training Session: Explain to the employment specialist that he/she is to contact the supervisor for each worker on his/her case load to set up an appointment to review the worker's current progress and status. The trainer *(a program manager or an experienced employment specialist)* should contact the first employer to set up an appointment for the employment specialist and explain that the trainer will be accompanying the employment specialist to the appointment. The trainer should explain to the employer what role she or he will have during the meeting.

Provide the employment specialist with a set of the materials and accompany her or him to the appointment. The employment specialist will conduct the interview with the employer using the supervisor evaluation form as a guide. The trainer will observe the interview and complete the observation sheet. Upon completion of the interview the employment specialist and the trainer will meet to review the experience. The trainer will provide feedback to the employment specialist using the observation sheet.

Small or Large Group Format: Due to confidentiality, it is not feasible to send participants to job sites for which they are not the employment specialists. Therefore, the trainer will need to set up a role play situation for the individuals involved in the staff development program. Experienced employment specialists or trainers may be used to role play the employers. Try to identify real work sites that the participants can visit to complete the interview activity.

Begin by assigning each employment specialist to a working pair for this activity. Explain to them that they are all newly hired and that their first assignment is to contact the supervisor for each worker on their case load. Provide each pair with a set of materials and the names and locations of the role play situations. At the first location, employment specialist A will conduct the interview with the employment specialist using the supervisor evaluation form as a guide. Employment specialist B will observe the interview and fill out the observation form. At the second location the employment specialists will reverse roles, employment specialist A will be the observer and employment specialist B will conduct the on-site employer interview. If necessary, the participants can take turns interviewing on the same site with a different role play scenario. *Upon completion of the interviews the employment specialists will reconvene as a large group and each pair will review their experience.*

Trainer Notes: This activity requires worker scenarios. These scenarios need to reflect the constituents served by your program. The trainer should develop three to six different scenarios to be used by the employment specialists. The profiles will provide a framework for the trainers who will role play the worker's employer.

SCENARIO #1 Katty has been employed as a computer data entry person for three months. During this time, she has progressed through job site training and her employment specialist has faded from the job site except for monthly site visits. Katty was trained by two different employment specialists (each left to take other positions). You are employment specialist number three and you are conducting your first monthly site visit. One week after you conducted the site visit, the supervisor telephones you and says that "Katty will never make it." Up to this point, all supervisor evaluations have been very positive, indicating Katty to be an average worker.

SCENARIO #2 Vicky has been employed for five years as a part - time maintenance assistant in a local antique store. Her duties include vacuuming one half of the store five days a week between the hours of 7:00 and 11:30 a.m. The employment specialist has been providing quarterly follow - along services for the past two years. Recently a new supervisor called and said Vicky has been written up twice and would be fired immediately if his work didn't improve. The following day the employment specialist visited the job site, explained the program to the new supervisor, and took data to identify the problem. She was surprised to find out that Vicky's hours had been changed to 5:00 to 9:00 a.m.

SCENARIO #3 Paul has been employed as a micrographic document preparer at a large medical facility for nine months. Paul's most recent supervisor evaluation indicates that he has been showing up late for work for the past month.

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Supervisor's Evaluation Form

Fill in Consumer Name and SSN or affix pre-printed label.

Consumer: ______________________

SSN: __________________________

Company: ______________________

DOH:________ Code: __________

Date: _ _ / _ _ / _ _

Fill in Job Coordinator's Name and ID code or affix pre-printed label.

Staff: _______________________________

I.D. Code: _______________

[ ]

Please circle the number that best represents your opinion about the trainee/employee's present situation.

1. The employee arrives and leaves on time.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

2. The employee maintains good attendance.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

3. The employee takes meals and breaks appropriately.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

4. The employee maintains good appearance

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

5. The employee's performance compares favorably with the other workers' performance.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

6. Communication with the employee is not a problem.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

Supervisor's Evaluation Form(continued)

7. The employee attends to job tasks consistently.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

8. Your overall appraisal of the employee's proficiency at this time.

1	2	3	4	5
Needs Immediate Improvement	Somewhat Below Standard	Satisfactory	Somewhat Better Than Required	Much Better

9. Do you wish to meet with a representative from the RRTC staff?

____YES ____ NO

Additional Comments:

____

____

____

____

____

____

____

____

SIGNATURE ____________________________________

FOLLOW-ALONG

Observe the employment specialist with a worker. If the employment specialist demonstrates the points listed on the observation sheet, put a + in the yes column, if she or he does not exhibit a point, put a in the no column. Under each point is space to indicate comments, use this space to indicate specific examples and/or information that reflects the employment specialist's performance.

Employment Specialist's Skill	**yes**	**no**
explains purpose of discussion observer notes:		
conducts in a private setting observer notes:		
maintains eye contact observer notes:		
listens to the worker actively: uses body language to communicate interest uses body language to communicate understanding uses verbal encouragement to stimulate conversation observer notes:		

Employment Specialist's Skill	yes	no
uses restatement of information to make sure he or she understands the worker observer notes:		
sought clarification observer notes:		
summarizes conversation observer notes:		
agrees on a resolution observer notes:		

SUMMARY & RECOMMENDATIONS

Activity: "How Is The Worker Fitting In?"

Supported Work Component: Follow-Along

Goal of Activity: The goal of this activity is to have the employment specialists review a work site culture to evaluate how the supported worker has "fit" into the work place.

Materials:
- two work site scenarios
- integration worksheet

Time Allotted: 60 - 90 Minutes

Summary of Activity: Each business site has its own work site culture. Every worker employed at the business has an opportunity to be involved in the day to day activities that define the work culture projected by the business. An employment specialist must develop the skill of assessing a work environment in order to identify indicators that define the work culture. As well as indicate the degree of integration possible within the worksite. In this activity employment specialists will have an opportunity to review a work site culture and determine how a worker has fit into the work place.

Individual Training Session: The trainer *(a program manager or an experienced employment specialist)* should instruct the employment specialist to review the file for a worker on her or his case load. The trainer should identify the worker file to be reviewed and provide the file to the employment specialist. In addition, the trainer should explain to the employment specialist that they are to review the work culture and determine how the worker is fitting into the work place. Using the file containing records about the work site and conducting an on site review of the work site, the employment specialist should complete the integration work sheet (provided by the trainer). They should identify characteristics which indicate whether it is or is not an integrated work site. The employment specialist should then indicate if the worker is socially integrated on the job or explain why they are or are not.

Small or Large Group Format: Each employment specialist should be given the two work site scenarios and the integration worksheet (assign employment specialist one of the scenarios). Each employment specialist is to complete the integration worksheet using the information supplied in the assigned scenario. Next, they should determine if the work site is an integrated job and indicate characteristics which indicate it is or is not an integrated setting. Second, they should indicate if the individual in their assigned scenario is socially integrated on the job and explain why or why not.

Scenario #1

Mary

by Wendy Parent, RRTC Research Associate

Mary has mental retardation in the severe range. She has cerebral palsy and walks with an unsteady gait. She is employed as a laundry attendant at a major hotel. Two hundred and fifty employees work for the company and thirty six of those persons work in the laundry room. This is the first time the company has hired a worker with a disability. Twenty employees work on the 7:00 a.m. to 3:00 p.m. shift, ten on the 3:00 p.m. to 11:00 p.m. shirt, and six on the 11:00 p.m. to 7:00 a.m. shift. One supervisor and two assistant supervisors run the department and at least one is available in the laundry room at all times.

Mary has been working for the company for six months. Her hours are 9:00 a.m. to 1:00 p.m. She is responsible for folding towels and pressing napkins. All of the other employees work an eight hour day and perform varied duties including operating the machines, pressing napkins, folding towels, folding sheets, filling housekeeping's bags, running errands in the hotel, and completing odd jobs as needed. Mary earns $3.35 per hour and is eligible for a raise after one year. Most of the employees start at $3.35 an hour and earn a raise to $4.10 an hour after three months. Yearly performance evaluations and raises follow each year thereafter. Employees receive a free meal daily and earn a weeks vacation after one year. No other benefits are offered by the company. One employee from the hotel is chosen as employee of the month and receives a $25 bonus and a day off for the honor. Mandatory staff meetings for all employees are held monthly.

Employees rotate lunches and break so the laundry room is never left unattended. Five workers rotate their thirty minute lunch breaks between the hours of 11:00 a.m. and 1:00 p.m. The break schedule is posted by the supervisor along with the weekly work schedule. An employee break room is located next to the laundry room and a buffet meal is set up for employees daily. The room is usually buzzing with conversations that are shared among all of the employees in the break room. Frequent laughing and joking occurs. Conversations typically center around the content of the T.V. programs that are playing on the employee T.V. that day.

The laundry room employees work together as a team to complete the heavy volume of work in the department. Very few conversations occur during work hours. If someone does talk, the conversation is usually work related and serious. All of the employees wear a white uniform except Mary who wears light pants and a shirt.

A locker room is available for employees to keep their personal belongings and to take short breaks. Co-workers who are friends tend to meet there at the same time to socialize. Due to the high turnover rates, few employees know each other very well or socialize outside of work hours. On rare occasions, employees will purchase a card or gift for another employee's birthday. Once a year, the employees join together on a softball team and compete in a game with their sister hotel in Norfolk.

Mary arrives at work and begins pressing napkins and then folds towels until she goes to lunch. She talks frequently with the other laundry room employees. Mary usually runs up behind another worker and begins talking and giggling. The other workers tend to ignore her and keep working. The supervisor feels that Mary should talk less so that she can get more work done but is afraid to say anything because she knows Mary "doesn't know any better". Mary talks to all of the other employees during move if there are other seats available. Mary says she loves her job and is glad to have so many new friends.

Is This An Integrated Job Site?

Is Mary Socially Integrated At Her Job?

Scenario #2

Linda

by Wendy Parent, RRTC Research Associate

Linda has sustained a traumatic head injury which resulted in memory problems, poor concentration, and impaired speech. She has been employed as an office clerk in a large insurance company for one year. The company employs 80 workers, but Linda is the only employee who works for the company who has a visible disability. The company offers all of its employees a medical insurance plan, vacations, holiday and sick time, and a employee assistance program. Wages are paid by the company at a rate determined by the employee's job title. Linda works 35 hours a week and earns $5.00 per hour. The eight other office clerks also work 35 hours per week and earn between $4.15 and $6.75 an hour. Written performance evaluations are completed every six months and merit raises are given on an annual basis. Her work schedule is as follows.

Arrive at work	**- 8:00 a.m.**
Break	**- 10:00 to 10:15**
Lunch	**- 12:00 to 12:30**
Break	**- 2:45 to 3:00**
Departure	**- 4:00 p.m.**

An employee break room is provided which has refrigerator, microwave, and vending machines. The majority of the employees take their lunch and breaks in the employee break room since the length of time they have does not allow them to leave the building. A few employees eat at their desk or with a co-worker at his or her desk. The typical conversations during break involve office gossip or complaints about the job.

The office is divided into departments with a unit supervisor who oversees each department. The supervisor is always available to provide assistance to the employees. One office clerk is assigned to each of the eight departments and an office manager is responsible for supervising the clerical staff. The office manager is located in an office at the other end of the building and provides intermittent supervision for the clerical staff. One department is responsible for dealing with the public and is located in the front of the building. The other employees are required to enter and exit through the back doors and are denied access to the public. All employees are expected to dress neatly in dress clothes - jeans or casual clothes are ot acceptable.

Several clicks have formed at the company and are primarily determined by an employee's job title and physical location in the building. The members of the click work together as a team and help each other out. The company frowns on conversations during work hours but members of the click find times to greet each other and socialize briefly during the work day. Members of each click have birthday parties and showers for the other co-workers with whom they socialize. Interactions outside of work are limited to Tupperware parties or celebrations of a personal event for one of the employees. Employees seldom interact with co-workers who belong to another click unless required by their work duties. In fact, each click usually spends their lunch and break times gossiping about other employees.

Linda is driven to and from work by her mother. She works in the claims processing department with thirty other employees. She interacts with another office clerk from the accounts receivable department when they have the opportunity to meet in the hallway or to deliver something to each other's department about once a day. Linda takes her break and lunch alone at her desk. She usually spends this time looking at a magazine or listening to her desk radio. She has never been invited to an after work outing and no one remembered her recent birthday. Linda says she likes her job but wishes she had more friends at work.

Is This An Integrated Job Site?

Is Linda Socially Integrated At Her Job Site?

INTEGRATION WORKSHEET

INSTRUCTIONS: *Please answer each question. For each question select one response:(+) if the answer is yes; (-) if the answer is no; (?) if you have insufficient information at this time; (NA) if the factor does not apply.*

COMPANY INDICATORS

1. ____ Does the individual work with coworkers who are not handicapped?

2. ____ Does the worker access all areas of the building and grounds?

3. ____ Does the worker take full advantage of employee assistance support programs?

4. ____ Does the worker regularly use other available company supports? (eg direct deposit banking, etc).

5. ____ Does the worker participate in company sponsored activities? (eg picnics, sports teams, etc).

6. ____ Does the worker undergo the same performance evaluation as other coworkers?

WORK AREA INDICATORS

7. ____ Does the individual work the same hours as other coworkers in the department?

8. ____ Does the worker perform job duties that are similar to other coworkers in the department?

9. ____ Does the individual work in physical proximity to other coworkers?

10. ____ Does the supervisor routinely oversee the activities of the worker?

11. ____ Does the worker follow the same rules and policies as all other coworkers?

12. ____ Does the worker regularly attend department/office staff meetings?

13. ____ Does the worker take lunch and/or break at the same times and in the same location as other coworkers?

14. ____ Does the worker wear the same uniform as other coworkers?

15. ____ Does the worker make use of locker or employee common areas?

EMPLOYEE INDICATORS

16. ____ Does the worker frequently interact with coworkers throughout the work day?

17. ____ Does the worker frequently interact with the public throughout the work day?

18. ____ Does the worker frequently interact with the supervisor throughout the work day?

19. ____ Does the worker frequently interact with coworkers during lunch and/or break time?

20. ____ Does the individual work together with coworkers to complete his or her job duties?

21. ____ Does the worker participate in recognizing special occasions and personal events in the lives of other coworkers?

22. ____ Does the worker participate in social activities outside of work hours with other coworkers?

23. ____ Does the worker utilize a mode of transportation similar to the other coworkers?

24. ____ Does the worker participate in interactions with coworkers who have a disability during work and break times?

BENEFITS INDICATORS

25. ____ Is the worker paid for worker performed in the same manner as other coworkers?

26. ____ Does the worker earn comparable wages to other coworkers performing similar job duties?

27. ____ Does the worker receive similar raises on the same schedule as other coworkers?

28. ____ Does the worker receive medical benefits?

29. ____ Does the worker receiver other benefits? (e.g. free lunch, etc.)

30. ____ Does the worker receive vacation and holiday benefits?

Activity: "Developing a Proactive Follow-Along Plan."

Supported Work Component: Follow-Along

Goal of Activity: The goal of this activity is to have the employment specialist develop a proactive approach to the provision of support to a worker.

Materials:

- completed integration worksheet (worksheet completed in the previous activity *"How is the worker fitting in?")*
- proactive follow-along worksheet

Time Allotted: 45 - 60 minutes

Summary of Activity: This activity is designed to identify potential areas of need for supporting a worker on his or her job site. Each employment specialist will also identify strategies they would recommend for addressing each indicator identified.

Individual Training Session: The trainer should have the employment specialist use the completed integration worksheet from the activity "How is the worker fitting in". Provide the employment specialist with the proactive follow-along worksheet. Instruct the employment specialist to complete the form using the information from the integration worksheet. He/she should list each indicator that was scored with a (-) and then identify strategies for addressing the issue. Next, he/she should list each indicator that was scored with a (?) and identify strategies for addressing the issue. Once the employment specialist has completed this process, the trainer should review the strategies identified for each indicator and have the employment specialist explain her or his rationale for the strategy.

Small or Large Group Format: Each employment specialist should be given a proactive follow-along worksheet to be used along with their completed integration worksheet from the activity "How is the worker fitting in?". Using the proactive follow-along worksheet the employment specialist should list each indicator that was scored with a (-) and then identify strategies for addressing the issue. In addition, the employment specialist should list each indicator that was scored with a (?) and identify strategies for addressing the issue. The group should be brought together and the indicators and strategies for addressing each issue discussed.

PROACTIVE FOLLOW-ALONG WORKSHEET

LIST ALL INDICATORS THAT WERE SCORED (-).

INDICATOR	STRATEGIES FOR ADDRESSING

LIST ALL INDICATORS THAT WERE SCORED (?).

INDICATOR	STRATEGIES FOR ADDRESSING

Activity: "More Than One Way"

Supported Work Component: Ongoing Assessment and Follow-Along

Goal of Activity: The goal of this activity is to assist employment specialist with identifying strategies for addressing ongoing assessment and follow-along situations.

Materials:

- One "Follow-Along Strategies Worksheet" for each pair of employment specialists
- One "Ongoing Assessment and Follow-Along Scenarios" worksheet for each pair of employment specialists

Time Allotted: 30 minutes

Summary of Activity: Each employment specialist is to identify an array of options for addressing situations described in the scenario presented to them.

Individual Training Session: Provide the employment specialist with the "Ongoing Assessment and Follow-Along Scenarios" and a "Follow-Along Strategies" worksheet. Instruct the employment specialist to review each scenario and identify an array of strategies that he or she would consider as possible options appropriate to implement for the given situation. Remind him or her to be prepared to give a rationale for choosing each strategy. The trainer should meet with the employment specialist to discuss the strategies he or she identified for each scenario and the rationale. Be prepared to offer other possible strategies as well as assist in the refinement of those already identified.

Small or Large Group Format: Provide each pair of employment specialists with a set of materials and one scenario to address. Have them identify a hierarchy of follow-along activities that might be appropriate for the situation. Select from the hierarchy one strategy to implement first and provide a rationale for its selection. After 15 minutes, bring the large group back together and discuss the scenarios and suggested strategies. The trainer should list the strategies identified by each pair on a flip chart and facilitate discussion with the rest of the group by encouraging them to add any additional strategies they deem appropriate.

Trainer Notes: The trainer should remember to encourage the participants to problem solve several answers to each scenario. Make sure to reinforce participants for developing multiple solutions rather than searching for the single right answer. Avoid the "single solution syndrome".

ONGOING ASSESSMENT AND FOLLOW-ALONG SCENARIOS

Scenario #1

Peter has been employed as a pot scrubber at a local hospital for 2 years and 3 months. During follow-along, supervisor evaluations have been rating Peter consistently as a "steady, average worker". The most recent supervisor evaluation reported that Peter is "unable to meet production standards -- he is leaving lots of dirty pots at the time of his work day".

Scenario #2

Meg has been employed as a chambermaid for three months. During this time, she has progressed though job site training and her employment specialist has faded from the job site except for monthly site visits. Meg was trained by three different employment specialists (employment specialist #1 and #2 left to take other positions). You are employment specialist #3 and you have appeared on the scene to conduct a monthly site visit. One week after you made a site visit, the supervisor telephones you and says that "Meg will never make it". Up until this point, all supervisor evaluations have been very positive.

Scenario #3

Ray, an employee with moderate mental retardation, has been employed at a local mall doing maintenance work for more than two years. His supervisor has consistently rated him as an "above average worker". During a routine site visit, Ray's supervisor reports to you, the employment specialist, that two strange occurrences have taken place within the last two weeks. First, Ray had a verbal disagreement with a co-worker one morning and later the same day the co-worker found his lunch smashed. Next, a few days later, the same co-worker found a liquid had been poured in his water spray bottle. Although neither Ray's supervisor nor the co-worker saw Ray do either of this actions, both suspect him.

Scenario #4

Joe, a high school student with severe mental retardation, has been employed for 13 months as a maintenance person at a local mall. During the past seven months, his employment specialist has tried several times to fade from the job site by gradually moving 15 feet away from Joe every five days. She has become increasingly frustrated because every five days. She has become increasingly frustrated because every time she fades completely from the site for more than three or four days, Joe begins to change his sequence of jobs and persevered on certain tasks.

Scenario #5

Janelle, who has a traumatic brain injury, has been employed for three months. Her most recent supervisor evaluation has indicated that Janelle has been showing up late for week the past few weeks. Janelle is married and this position, as a micrographic document preparer is her first position after her injury.

FOLLOW-ALONG STRATEGIES WORKSHEET

STRATEGIES

LEAST INTRUSIVE

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

MOST INTRUSIVE

STRATEGY CHOSEN:

RATIONALE:

Activity: "What's An Employment Specialist To Do?"

Supported Work Component: Follow-Along

Goal of Activity: The goal of this activity is to provide employment specialists with an opportunity to review actual case management situations and to problem solve suggestions and strategies for each situation.

Materials:

- five follow-along situations with appropriate data sheets

Time Allotted: 30 minutes

Summary of Activity: Have the employment specialists work in triad (groups of three). Provide each trail with a set of materials and assign each group one situation to address. Have each trail review the assigned situation and identify suggestions for problem solving the situation and strategies (more than one) for addressing each identified problem. After approximately fifteen minutes, have the employment specialists return to a large group and discuss each situation and the trails suggestions and strategies.

Follow-Along Problem Situation #1

David is 25 years old and is assessed as having mental retardation in the moderate range. He has been employed for 5 years as a part-time maintenance assistant in a local department store. His duties include vacuuming one half of the store 5 days a week between the hours of 7:00 and 11:30 a.m. The employment specialist has been providing quarterly follow-along services for the last two years. One day a new supervisor called and said that David had been written up twice and would be fired immediately if his work didn't improve. The following day the employment specialist visited the job site, explained the program to the new supervisor, and took data to identify the problem. She was surprised to find out that David's hours had been changed to 7:00 to 11:00 a.m.

Suggestions for Problem Identification:

____

____

____

____

Strategies for Addressing Each Problem:

____

____

____

____

Task Analytic Recording Sheet

Trainer: ____________________

Employee: David

Environment: J.C. Penny

Instructional Cue: Vacuum the Carpet

	11/14	11/21	11/28	2/9	2/10	2/12	2/16	2/17	2/19
Initiate Work	+	+	+	+	+	+	+	+	+
Get Work Materials	+	+	+	+	+	+	+	+	+
Vacuum Photo Dept.	+	+	+	+	+	+	+	+	+
Vacuum Hair Salon	+	+	+	+	+	+	+	+	+
Vacuum Dresses	+	+	+	+	+	+	+	+	+
Vacuum Coats	+	+	+	+	+	+	+	+	+
Vacuum Petites	+	+	+	+	+	+	+	+	+
Vacuum Women's Suits	+	+	+	−	+	+	+	+	+
Clean Vacuum Bag	+	+	+	−	+	+	+	+	+
Vacuum Woment's Island	+	+	+	−	+	+	+	+	+
Vacuum Shoes	+	+	+	−	−	+	+	+	+
Vacuum Men's PJ's	+	+	+	−	−	+	+	+	+
Vacuum Jeans	+	+	+	−	−	+	+	+	+
Vacuum Men's Suits	+	+	+	−	−	+	+	+	+
Vacuum Men's Island	+	+	+	−	−	+	+	+	+
Break	+	+	+	−	−	+	+	+	+
Vacuum Men's Accessories	+	+	+	−	−	+	+	+	+
Vacuum Shirts	+	+	+	−	−	−	+	+	+
Vacuum Cosmetics	+	+	+	−	−	−	+	+	+
Vacuum Jewelry	+	+	+	−	−	−	+	+	+
Clean Vacuum Bag	+	+	+	−	−	−	+	+	+
Put Materials Away	+	+	+	−	−	−	+	+	+
% of Task Correct	100	100	100	29	42	71	100	100	100

Total Steps Correct: __________ **Percent Correct:** __________

Instructional Code:

+ = Correct
- = Incorrect
P = Physical
V = Verbal
M = Model or Gestural

Distance Code:

1 = Within 3 feet
2 = 3 to 10 feet
3 = Beyond 10 feet

Virginia Commonwealth University, Rehabilitation Research and Training Center, 1986

Worksheet for Job Analysis Form: Sequence of Job Duties With Appropriate Times

X Daily

_ Varies Day to Day (If checked here complete form for each separate sequence)

Indicate Appropriate Days:

Mon	Tues	Wed	Thur	Fri	Sat
X	X	X	X	X	X

Appropriate Time	Job Duty
6:50 - 7:00	Arrive - get materials
7:00 - 7:20	Photo department and Hair Salon
7:20 - 7:50	Sections 3 & 4
7:50 - 8:35	Sections 5A, 5, 6A, 6
8:35 - 8:40	Clean Vacuum bag
8:40 - 9:10	Sections 7 & 8
9:10 - 9:50	Sections 9 & 9A
9:50 - 10:00	Section 10
10:00 - 10:10	Section 11
10:10 - 10:25	BREAK
10:25 - 10:55	Sections 12 & 13
10:55 - 11:30	Sections 14 & 15
11:30 - empty vacuum bag	Put away materials, depart

Comments: This can go faster. David Brows he is to stay until section 15 is finished and has incentive to finish quickly.

Signature/Title: Ellen Norton, Employment Specialist

Date: February 22, 1988

Follow-Along Problem Situation #2

Mike is a 19-year-old male who is 2 years post traumatic brain injury. He has been employed as an office worker for three months. He reports that he feels accepted at work and that his periods of depression have been reduced. Supervisor evaluations indicate that Mike is an excellent employee and gets along well with coworkers. One afternoon when the employment specialist stopped at the job site to talk with Mike during his break, she overheard Mike repeatedly telling a female coworker that she is beautiful. The employment specialist then observed the coworker walk out of the room. After she left, Mike blew up and yelled at a male coworker who was also in the break room. Following this incident, all of the coworkers either left or moved across the room away from Mike.

Suggestions for Problem Identification:

Strategies for Addressing Each Problem:

SUPERVISOR'S EVALUATION FORM

Employee:
Name: Mike Johnson
SSN: 234-98-1132

Staff:
Name: Debbie Green
I.D. Code:

Company: Sovran Bank
Name:
I.D. Code:

Date: 06/17/88

How was this Evaluation Completed: [✓ Personal Interview] ___ Phone ___ Mail

Using the following scale, please check one number to the right of each question that best represents your opinion about this employee's present situation.

1	2	3	4	5
Extremely Dissatisfied	Dissatisfied	Somewhat Satisfied	Satisfied	Very Extremely Satisfied

How satisfied are you with this employee's ...	1	2	3	4	5
1. . . . timeliness of arrival and departure from work?					X
2. . . . attendance?					X
3. . . . timeliness of breaks and lunch?					X
4. . . . appearance?					X
5. . . . general information as compared to other workers?					X
6. . . . communication skills?					X
7. . . . consistency in task performance?					X
8. . . . work speed?					X
9. . . . quality of work?					X
10. . . . overall proficiency at this time?					X

11. . . . Do you wish to meet a representative from the program? ___ Yes [✓ No]

Additional Comments: Mike is a model employee - Sovran Bank is lucky to have him as part of our team.

Name (print): Fred Lindsey Phone#: 804-248-6397

SIGNATURE: TITLE: (print) Manager

Follow-Along Problem
Situation #3

Linda is a 28-year-old female who has been diagnosed as having chronic mental illness. She has been employed as a lobby attendant at McDonalds for one month. Linda has learned the skills and the employment specialist has faded his time from the job site to once a week for one hour. Last night the employment specialist received a call from Linda's mother saying that Linda had come home from work crying and complaining of arm pain. The employment specialist visited the job site the following morning and observed Linda scrubbing down the trashcans, baseboards, and windows. These were tasks which had originally been assigned to another employee. Coworkers informed the employment specialist that Linda was being told by her supervisor to perform extra duties on a daily basis. The employment specialist had the supervisor complete Linda's one month supervisor evaluation form.

Suggestions for Problem Identification:

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Strategies for Addressing Each Problem:

____

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SUPERVISOR'S EVALUATION FORM

Employee:
Name: Linda Freeman
SSN: 224-64-1549

Staff:
Name: Mark Davis
I.D. Code:

Company: MacDonalds
Name:
I.D. Code:

Date: 05/26/88

How was this Evaluation Completed: X Personal Interview ____ Phone ____ Mail

Using the following scale, please check one number to the right of each question that best represents your opinion about this employee's present situation.

1	2	3	4	5
Extremely Dissatisfied	Dissatisfied	Somewhat Satisfied	Satisfied	Very Extremely Satisfied

How satisfied are you with this employee's ...

	1	2	3	4	5
1. . . . timeliness of arrival and departure from work?					X
2. . . . attendance?					X
3. . . . timeliness of breaks and lunch?				X	
4. . . . appearance?				X	
5. . . . general information as compared to other workers?		X			
6. . . . communication skills?		X			
7. . . . consistency in task performance?		X			
8. . . . work speed?		X			
9. . . . quality of work?		X			
10. . . . overall proficiency at this time?		X			

11. . . . Do you wish to meet a representative from the program? X Yes ___ No

Additional Comments: Linda isnot able to complete all the tasks assigned to her.

Name (print): Karen Davis Phone#: 804-798-1755

SIGNATURE: ____________ TITLE: (print) Assistant Manager

Follow-Along Problem Situation #4

Richard is a 22-year-old male who has autism and severe mental retardation. He has been employed as a dishwasher (manual) for eight months. The employment specialist faded from the job site after six months of training. At that time and during each weekly follow-along visit, production data have shown that Richard is scrubbing pizza plates and pans at an average rate of 25 to 30

***Suggestions for Problem Identification*:**

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____

***Strategies for Addressing Each Problem*:**

____

____

____

____

Sample of Work Regularity
Percent Time On-Task

Trainee: Richard **Job Site:** Pizza Hut

Trainer: Martha Jones **Job Title:** Dishwasher

Date	Observation Period	Time Start	Time End	10 Second Intervals + = on-task; - = off-task	Percent Time On-Task	Job Duty
11-2	1. Lunch Rush	12:00	12:10	+ - - - + - - - + - - + + + - - + + + - - - - - - + + + + +	14/30 = 47%	Scrubbing Plates/Pans
11-2	2. Lunch Rush	12:30	12:40	- - - - - - - - - - - - - - - + + + + - - - - - - - + + + +	8/30 = 27%	Scrubbing Plates/Pans
11-2	3. Lunch Rush	1:00	1:10	- + - - + + - - - - + + + - - + + - - - + + + + - - - - - -	12/30 = 40%	Scrubbing Plates/Pans
11-2	4. Lunch Rush	1:30	1:40	+ + + + + - - - - - - - - - - - - + + - - - + + + - - - - +	11/30 = 37%	Scrubbing Plates/Pans
	5.					
	6.					
	7.					
	8.					
	9.					
	10.					
	11.					
	12.					
	13.					
	14.					
	15.					
	16.					
	17.					
	18.					
	19.					
	20.					

20 Session Totals: ________ **20 Session Average:** ________

Definitions:

On-Task: Hand washing plates or pans, i.e., picking up a plate*

Off-Task: Hands not in motion or not doing work related tasks**

* Holding a plate, washing a plate, stacking plates, putting away

** i.e., not washing plates, self-stimulating behaviors, standing around

BEST COPY AVAILABLE

Production Rate Recording Form

Name: Richard
Month: Sept., Oct., Nov.
Task: Scrubbing Plates & Pans
* Standard: 25 in 10 minutes

Date	Time Started Task	Time Ended Task	Total Time Worked	Units Completed	% of Standard
9-7-87	12:00	12:10	10	23	92
9-9-87	12:50	1:00	10	26	104
9-12-87	12:15	12:25	10	40	160
9-20-87	1:30	1:40	10	25	100
9-23-87	1:20	1:30	10	38	152
9-27-87	12:40	12:50	10	30	120
10-4-87	12:20	12:30	10	29	116
10-12-87	12:05	12:15	10	31	124
10-18-87	1:10	1:20	10	27	108
10-25-87	12:20	12:30	10	26	104
11-2-87	12:00	12:10	10	5	20
11-2-87	12:30	12:40	10	12	48
11-2-87	1:00	1:10	10	8	32
11-2-87	1:30	1:40	10	10	40

Average: ______________

* Standard is the average number of units completed by nonhandicapped coworkers performing the same task within a specified period of time.

$$\frac{\text{Number of units completed within specified time frame}}{\text{Standard number of units completed within same time frame}} = \text{Rate}$$

c Virginia Commonwealth University Rehabilitation Research and Training Center, 1986.

OVERHEADS & HANDOUTS

This section contains sample overheads and handouts that have been used by various staff from the Rehabilitation Research and Training Center on Supported Employment. This section is based on training for employment specialists who will be implementing an individual placement approach to supported employment. However, many of these materials are applicable to employment specialist training which also focuses on the utilization of group placement supported employment approaches.

OVERHEADS
ON
FOLLOW-ALONG

ISSUES TO BE ADDRESSED IN FOLLOW-ALONG

Is work occurring in the least restrictive environment?

Is the work challenging, meaningful, and of interest to the consumer?

Does the consumer enjoy regular access to and interaction with others who are not handicapped?

What are the current wages that the consumer receives?

What are the major barriers restricting the consumer from earning more wages?

GETTING STARTED
WHAT TO CONSIDER

Is this a crisis situation?

Is the nature of situation socially or vocationally based, or both?

Does the consumer work with other coworkers?

- *How interdependent is the work of the consumer and the other workers?*

- *What is the proximity of the other workers to the consumer?*

Does the situation involve other individuals?

What are the functional abilities of the consumer?

REQUIREMENTS OF EFFECTIVE STRATEGIES

IDENTIFIES AND RESPONDS TO ISSUES BEFORE THEY BECOME A PROBLEM

RESPONDS QUICKLY AND EFFECTIVELY TO EMPLOYER/CLIENT CONCERNS

MAINTAINS WORK AND PRODUCTIVITY PATTERS AT AN ACCEPTABLE LEVEL

ENHANCES THE DIGNITY AND POSITION OF THE CONSUMER AS A VALUED MEMBER OF THE WORKFORCE

FOLLOW-ALONG STRATEGIES

ON-SITE VISIT

TELEPHONE CONTACT

WRITTEN SUPERVISOR EVALUATION

SELF EVALUATION

OFF-SITE VISIT

HANDOUTS
ON
FOLLOW-ALONG

Problems Areas and Follow-Along Strategies
From: Moon, Goodall, Barcus, Brooke (1986)

Problems Areas	Follow-Along Strategies
Work rate/Work quality	- Compare worker's rate/quality with that of coworkers through direct observation and data collection.
	- Compare worker's current rate/quality against criteria established during initial training.
	- Review work rate/quality demanded by employer.
	- Talk with coworkers to find out their perceptions of the problems.
	- Discuss problems with the worker.
	- Collect data on worker's on-task behavior and job sequencing which may affect work rate/quality.
	- Model acceptable rate/quality for the worker.
	- Arrange for worker to practice acceptable rate/quality.
	- Implement a behavior program to raise work rate/quality.
	- Implement strategies for increasing production rate used during job site training phase of supported employment.

Problems Areas	Follow-Along Strategies
Time management	- Collect data on worker's on-task behavior and sequencing of job duties. - Talk with co-workers to find out their perceptions of the problems. - Review past time cards to obtain a baseline on worker's meal and break times. - Observe and record the worker's meal and break times to determine the extent of the problem. - Discuss problem with the worker and review the appropriate meal and break schedule. - Talk to parents/group home counselors to find out if there is a problem at home which may be affecting the worker's job performance. - Devise a pictorial checklist which indicates correct meal and break times in relation to job task completion (e.g., a cup of coffee and a donut paired with a clock indicates a break period immediately following a picture of a restroom being cleaned). - Implement a behavior program to improve worker's time management on the job site (e.g., on-task behavior, job sequencing, taking of meal and break periods.

Problems Areas	Follow-Along Strategies
Tardiness/Absenteeism	- Review worker's past time cards to determine extent of problem and to obtain a baseline. - Talk with coworkers to find out their perceptions of the problem. Ask if the worker is avoiding work or seems unhappy on the job. - Talk to parents/group home counselors to find out if there is a problem at home which may be affecting the worker's job performance. - Discuss problem with the worker and review the importance of promptness and good attendance. - Elicit support of parents/ group home staff to improve worker's attendance. - Collect data on worker's job sequencing and on/off task behavior which may be causing worker to leave work late. - Arrange medical visit if necessary. - Implement behavior program to increase work attendance/ promptness. - Teach worker to use alarm clock if necessary.

Problems Areas	Follow-Along Strategies
Social Interactions	- Observe the worker interacting and talk to coworkers to find out their perceptions of the problem. - Talk to parents/group home staff to find out if the behavior occurs at home. - Elicit their support to improve worker's social behavior. - Determine under what circumstances and how often the behavior occurs (e.g., the worker is overly friendly with customers while busing tables; no problem is observed while worker is in dishroom). - Discuss problem with the worker and review appropriate social behavior while on the job. - Model appropriate social interactions for the worker. - Educate coworkers about appropriate interactions with the worker if necessary. - Implement behavior program to increase appropriate/decrease inappropriate social interactions.
Grooming	- Discuss problem with the worker and review appropriate dress and hygiene while at work. - Elicit support of parents/group home staff to improve worker's grooming and hygiene.

Problems Areas	Follow-Along Strategies
	- Devise grooming checklist using pictures if necessary. - Initiate a grooming program to to teach necessary skills. - Implement a behavior program to improve grooming.
Change in Management	- Explain program and worker's history with company to the new manager. - Inform new manager about the Federal tax credit they are receiving if applicable. - Explain the availability of job site training and staff intervention whenever necessary. - Increase visits to job site for a while to establish rapport and build confidence of new manager.

NATURE OF FOLLOW-ALONG

Identify and respond to issues before they become a problem -

Be Proactive, Not Reactive!

Respond quickly and effectively to employer/employee concerns.

Maintain work and productivity patterns at an acceptable level.

Enhance the dignity and position of the employee as a valued member of the work force.

WHEN A PROBLEM IS IDENTIFIED DURING FOLLOW-ALONG

Is it a *crisis situation?*

Is it confined to work or are other factors involved?

Does it involve other individuals, either on or off the job site?

What are the functional abilities of the consumer?

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Appendix: Supported Employment Terms and Concepts

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Supported Employment Terms and Concepts

Administration on Developmental Disabilities (ADD)

ADD is a division of the U.S. Department of Health and Human Services. ADD funds a number of discretionary grants and contract activities designed to improve service systems to individuals with developmental disabilities (Summers, 1986). These funds are usually short-term (not more than three years) and are provided as demonstration or start-up funds. ADD also funds 36 University Affiliate Programs (UAPs) and seven satellite centers which provide interdisciplinary personnel training, technical assistance, and product dissemination to professionals who work with persons with developmental disabilities (Elder, Conley, & Noble, 1986). ADD also has enacted a major initiative to focus employment efforts on those persons who have not been served by traditional vocational rehabilitation services and thus has played a leadership role in the national implementation of supported employment (Elder,1984).

Adult Service Centers, Activity Centers, Developmental Centers, and Adult Day Programs

Synonymous terms used to describe locations where programs take place for adults with moderate to profound mental retardation. Programs are designed to help workers develop greater independence and adjust more readily to their social environments.

Advocacy

In supported employment, advocacy is actively performed throughout all components of the model. Advocacy is the act of supporting, speaking out, or acting on behalf of a person with a disability. A major activity includes fostering positive attitudes toward individuals with a disabilities in general while helping a particular worker adjust to his or her work environment.

ARC (Association for Retarded Citizens)

Non-profit organization formed by family members and concerned citizens for persons with mental retardation of all ages. This organization focuses on helping individuals secure the basic rights to which they are entitled.

Assistive Technology Device

The Technology-Related Assistance for Individuals with Disabilities Act of 1988 defines an assistive technology device as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities".

Assistive Technology Service

The Technology-Related Assistance for Individuals with Disabilities Act of 1988 defines an assistive technology service as "any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology service. Such terms includes: (a) the evaluation of needs including a functional evaluation in the individual's customary environment; (b) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices; (c) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices; (d) coordinating with other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; (e) training or technical assistance for an individual with disabilities, or, where appropriate, her/his family; and (f) training or technical assistance for professionals, employers, or others who provide services to, employ, or are otherwise, substantially involved in the major life functions of individuals with disabilities."

Benchwork Model -- See "Entrepreneurial Model"

Carl D. Perkins Act

The Carl D. Perkins Vocational Education Act of 1984 (PL 98-524) created new opportunities for youth with disabilities and disadvantages. PL 98-524 was the first change in federal vocational education policy since 1976. The language of the act places a strong emphasis on equal access to quality vocational education programs including the provision of special support services to enhance students' participation in programs (Phelps & Frasier, 1988). Title II, Part A specifies:

> Each local education agency shall...provide information to handicapped and disadvantaged students and parents of such students concerning the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are first generally available in the State but in no event later than the beginning of the ninth grade, together with the requirements for eligibility for enrollment in such programs (Sect 204).
>
> Each student who enrolls in vocational education programs shall receive: (1) assessment of interests, abilities, and special needs; (2) special services including adaptation of curriculum, instruction, equipment, and facilities: (3) guidance, counseling, career development activities ; and (4) counseling services designed to facilitate the transition from school to post-school employment and career opportunities (Sect 204).

The mandates of and philosophy behind the Carl D. Perkins Act promise to expand vocational education services to previously unserved populations including students with disabilities and thus should enhance the vocational skills foundation they bring to employment and supported employment programs. For more information, contact the division of vocational and adult education in your state department of education.

Case Closure

State vocational rehabilitation systems use status codes to indicate client statuses in the vocational rehabilitation process. Status codes for case closure include: closed from referral as ineligible for services (08); closed in extended evaluation (06); or either successful (26) or unsuccessful (28) placement of clients into employment (Mandeville & Brabham, 1987). A case may be closed successfully when a client has been employed for a minimum of 60 continuous days. Because state vocational rehabilitation systems are time-limited services, individuals with severe disabilities who are eligible for supported employment programs will continue to have their cases closed by their state vocational rehabilitation agency. However, their cases will be opened by the agency designated in their state to provide on-going support and follow-along services.

Case Management

Case management involves the coordination of services and resources between many agencies and organizations whose goal is successful community living for individuals with disabilities. Effective case management services for supported employment ensures that the individual client is the focus of joint planning by agencies such as education, vocational rehabilitation, and mental health/mental retardation (Wehman, Moon, Everson, Wood, & Barcus, 1988). Lack of systematic and cooperative case management services have traditionally been an obstacle in the implementation of supported employment programs because of multiple legislative mandates and funding sources. Effective case management coordination efforts in vocational transition and supported employment programs have been described by Kiernan and Stark, 1986; Rusch, 1986; and Wehman et al., 1988.

Case Services Dollars

(Also known as 110 dollars and Title I funds)

Case services dollars are monies authorized under Title I of the

Rehabilitation Act. They are allotted to rehabilitation counselors to either directly provide or purchase services for clients assigned to their caseloads. If clients are deemed eligible for vocational rehabilitation services, rehabilitation counselors may provide any or all of the following services: guidance and counseling, vocational evaluation, medical services, vocational training, transportation, equipment and supplies, job placement services, and follow-up services (Parker, 1987). Under the most recent amendments to the Rehabilitation Act (P.L. 99-506, 1986), case services dollars may be used to provide or purchase supported employment services.

Client Pool

A client pool is a group of individuals with severe disabilities who have been referred to a supported employment provider and assessed as appropriate clients. This pool is used for selection of individuals for specific job development, job placement, and job site training (Moon, Goodall, Barcus, & Brooke, 1986). A client pool approach ensures that eligible clients can be matched to a job that has been locally identified and which best meets their individual employment and support needs (Moon et al., 1986).

Commensurate Wages

Commensurate wages are an underlying principle in all regulations covering subminimum wages under special certificates for workers with disabilities. Commensurate means proportionate. Wages paid to a disabled worker must be based on his or her productivity in proportion to the wages and productivity of nondisabled workers performing essentially the same work in the same geographic area. Commensurate wages must be based on the prevailing wage paid to nondisabled experienced workers in the same industry. For more information, contact the U.S. Department of Labor and review the provisions of the Fair Standards Labor Act.

Community Job Market Screening

A general screening of the community in which potential employers and jobs that are appropriate for individuals who are mentally retarded are identified.

Competitive Employment

Competitive employment is work that produces valued goods or services. Pay may be minimum wage or higher. It must take place in a setting that includes nonhandicapped workers and provides opportunities for employment advancement (Rusch, 1986). Competitive employment enhances feelings of self-worth and normalization for persons with disabilities, both in self-perception and the perception of society (Seyfarth, Hill, Orelove, McMillan, & Wehman, 1985). Competitive employment has been most recently and clearly defined for supported employment programs as "work that is performed on a full-time basis or on a part-time basis, averaging at least 20 hours per week for each pay period, and for which an individual is compensated in accordance with the Fair Standards Labor Act (FSLA)" (Federal Register, November 18, 1987, p. 44368).

Consumer Assessment

The process of evaluating an individual in order to match him or her to supported employment options based on the following information: interviews and informal observations, interpretation of formal standardized evaluations, and behavioral assessment of skills and abilities.

Consumer-Centered Job Placement

An approach to job placement for persons who are disabled in which the consumer is encouraged to assume primary responsibility for job development (i.e., the counselor directs and teaches the person to develop job seeking skills that will lead to employment).

Contract Procurement

Contract procurement describes a comprehensive process for public relations, marketing, and sales used to obtain work from private and public organizations. Contract procurement has become increasingly important as vocational services expand into different supported employment options. Supported employment managers must possess the skills to procure work for the entrepreneurial business and the mobile work crew models (Bellamy, Rhodes, Mank, & Albin, 1988). Without adequate contract procurement, supported employment programs will be unable to provide consistent and stable employment opportunities in community settings for individuals with severe disabilities.

Council of State Administrators of Vocational Rehabilitation (CSAVR)

CSAVR was established in 1940 to provide state level vocational rehabilitation input to the federal level Rehabilitation Services Administration (RSA). CSAVR membership is composed of the state administrators of all public vocational rehabilitation agencies in the United States and its territories.

Day Activity Centers (also known as developmental centers and adult day programs)

Day activity centers provide various non-vocational programming for adults with moderate to severe mental retardation (Bellamy, Sowers, & Bourbeau, 1983). The programming is designed to provide self-help, work adjustment, and social skill instruction in order to help clients progress toward competitive employment and independent living. These centers are typically administered by social services or disabilities agencies in individual states. The clients typically served by these centers are one of the primary target populations for supported employment (Wehman, 1988).

Definition of Disability (as defined in ADA)

The Americans with Disabilities Act definition of disability is comparable to the definition of the term "individual with handicaps" in Section 504 of the Rehabilitation Act of 1973 and the Fair Housing Amendments Act of 1988. An individual is regarded as having a "disability" if she or he has (1) a physical or mental impairment that substantially limits one or more of the major life activities, (2) a record of such an impairment, and (3) been regarded as having such an impairment.

Developmental Disabilities

A developmental disability is attributable to a mental or physical impairment (or a combination of the two) that is manifested before 22 years of age. In addition, it is likely to continue indefinitely; and results in substantial functional limitations in three or more of the following life areas: self care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, and economic self-sufficiency; and reflects the person's need for a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services which are of lifelong or extended duration and individually planned and coordinated (Kiernan, Smith, & Ostrowsky, 1986). A developmental disability is a disability that is viewed as substantial and chronic with multiple impairments and that will require ongoing interdisciplinary services (Kiernan et al., 1986). Individuals with developmental disabilities have been identified as a target population for supported employment because a disproportionately large number of them remain jobless and economically dependent (Kiernan & Stark, 1986; Summers, 1986).

Discretionary Funds

Discretionary funds are time-limited funds released as contracts or grants to meet the goals of specific initiatives. Discretionary funds may be public or private, federal, state, or local, and are distributed at the discretion of agencies or organizations. They are typically awarded in response to submitted proposals (See "Request for Proposal"). Discretionary funds provide a good start-up or conversion source for supported employment programs, but because they do not guarantee a permanent or long-term funding source, they should be combined with other funding sources.

Eligibility Services

Eligibility services are those services that require individuals to meet certain criteria or to display certain characteristics in order to be considered for service provision (Kiernan & Stark, 1986). Individuals who are referred for eligibility services are assessed and/or diagnosed by the service agency. Eligible individuals are not necessarily guaranteed services and may be denied services because of funding or legislative barriers. Vocational rehabilitation is one example of an eligibility service. To be eligible for state vocational rehabilitation services, individuals must meet three criteria: 1) they must show the presence of a physical or mental disability; 2) that disability must be one that interferes with their ability to gain and maintain employment; and 3) they must be considered employable as a result of service provision. For more information on eligibility criteria for vocational rehabilitation services, contact your local vocational rehabilitation agency.

Employer Contact

The process of contacting companies about specific job openings for workers who are mentally retarded.

Employment Specialist (also known as job coach, job trainer, or employment training specialist)

An employment specialist is a direct service worker who provides supported employment services to an agency's or program's clients. An employment specialist or job coach is most frequently associated with individual placement models (Moon, et al., 1986) and may be responsible for all or part of the activities associated with the model. Job coaches or job trainers as described by Moon, et al. (1986) are responsible for job development, consumer assessment, job placement, job site training, on-going assessment, and follow-along for an individual client.

Enclaves (also known as sheltered enclaves or enclaves in industry)

The enclave is one of the commonly accepted supported employment models. It is characterized by a group of eight or fewer workers with severe disabilities who are trained and supervised by a human services worker. The individuals are employed in an integrated host business or industry and access employment opportunities provided to all employees of the host business or industry. Enclaves pay wages commensurate with the individual's productivity and may be paid directly by the host business or industry or the human services support organization (Rhodes & Valenta, 1985). The human services worker does not fade from the job site. The ability to provide continuous supervision and flexible and shared decision making between the host business or industry and the human services support organization is one of the advantages of the enclave model (Bellamy, Rhodes, Mank, & Albin, 1988).

Entitlement Services

Entitlement are cash income, non-cash benefits, or services that all eligible clients have a legal right to receive. Any individual who meets the established criteria and/or who displays specified individual characteristics (e.g., income, age, level of disability) must be provided services. Special education is one example of a federal entitlement service. According to the mandates of the Education for All Handicapped Children Act (P.L. 94-142), all children who meet the eligibility requirements are entitled to a free appropriate public education. Other entitlements include Medicaid, Medicare, Food Stamps, Social Security Disability Income (SSDI), and Supplemental Security Income (SSI). For more information on these federal and state entitlement services, contact the appropriate state agency in your state.

Entrepreneurial Model (also known as the benchwork model)

The benchwork model was developed in the early 1970's by the Specialized Training Program (STP) at the University of Oregon. Early replications were based on ideas and research conducted at the University of Oregon (Mank, Rhodes, & Bellamy, 1986). The model was developed as an alternative to traditional day activity center programs for persons with severe disabilities and typically employs 15 or fewer workers with disabilities who are trained and supervised by two to three human services workers. The human services workers do not fade from the job site. Recent attempts have been made to downsize benchwork models and to employ non-disabled workers to meet federal integration and size guidelines for supported employment programs. The model relies on contractual work which is typically electronics assembly (O'Bryan, 1985); therefore, the success of the program depends upon the ability of the support agency to secure ongoing contract work from industry. More recent entrepreneurial models have met local labor market needs by establishing bakeries, restaurants, and small shops. Due to the restrictiveness of the model, it is intended for workers with the most severe disabilities and challenging behaviors who need ongoing and intensive training and supervision. Workers are typically paid subminimum wages commensurate with their productivity (Boles, Bellamy, Horner, & Mank, 1984).

Environmental Analysis

Systematic observation of a job site to determine primary job duties, critical vocational and nonvocational skills required, major work areas, and job tasks and time spent in each work area.

Extended Period of Eligibility (EPE)

An individual who has received SSDI benefits is allowed an eligibility grace period lasting a minimum of 36 consecutive months. During this time, she or he can work and receive benefits for months in which gross earnings are below a set amount without filing a new application. EPE begins with the first month following the conclusion of the trial work period.

Fading

Fading is the term for a supported employment procedure implemented by an employment specialist involving the gradual reduction of intervention time on a competitive job site. Fading includes the general decrease of artificial prompts and reinforcement to more natural types and schedules (Snell, 1987). When to start fading and the amount of time an employment specialist should spend on an off the job site depend upon the individual worker's work quality, work rate, amount of work performed independently, and the amount of time a worker is on task. Fading is a critical process in placing workers in individual placement supported employment models. Once fading has been completed, follow-along procedures are implemented (Barcus, Brooke, Inge, Moon, & Goodall, 1987; Moon et al., 1986).

Fair Labor Standards Act (FSLA)

The Fair Labor Standards Act of 1938 allowed the U.S. Department of Labor to govern child labor, minimum wages and overtime pay (Martin & Husch, 1987). More recently amendments allow employers to pay workers with disabilities lower than minimum wage as long as the subminimum wage is based on the actual wage made by his/her nondisabled peers and the subminimum wage is based on the disabled person's productivity. The Act, therefore, allows a person to be employed in an integrated supported employment program even though he or she may not be able to perform 100% of the job. The supported jobs and enclave models often use productivity rates to pay employees with disabilities (Bellamy et al., 1988). In order to pay less than minimum wage, a company or non-profit organization must obtain a special certificate issued by the U.S. Department of Labor (DOL). In the past, DOL gave out two certificates one for sheltered workshops that paid its clients 50% of the minimum wage and one for work activity centers that could pay below 50% of the minimum wage. DOL now issues only one certificate that enables workers with disabilities to be paid based on productivity (Gettings & Katz, 1987).

Federal Benefit Rate (FBR)

The maximum dollar amount allowed by Congress for monthly SSI benefits. This sum is determined annually.

Fee for Services Agreements

This is a compensation paid for professional services, usually by state departments of vocational rehabilitation to rehabilitation facilities (Anderson, 1977). Similar agreements may be made with local vocational rehabilitation agencies for purchasing supported employment services, which can help programs offering those services to offset the time-limited costs (Revell, Wehman, & Arnold, 1984). Fee for services agreements utilize a vendor approach by approving a program or agency to provide a defined service for individual clients at a predetermined rate. For more information on developing vendorship agreements with vocational rehabilitation, see Hill (1987).

Follow-Along Services (also known as follow-up services and on-going support services)

Follow-along services are the characteristic of supported employment that provides individuals with severe disabilities assistance in retaining their jobs and making job changes and advancements. Follow-along services include regular and frequent site visits to observe the employee, interview supervisors, collect data and provide re-training, and make job modifications and adaptations; telephone calls to assess employees' progress; mailed supervisor evaluation forms to measure supervisor satisfaction with employment; and progress reports mailed to the employee's family or residential service provider (Moon et al., 1986). Follow-along services must be individualized to the needs of the employee with severe disabilities. Maintaining regular and frequent contact with employees and employers long after the employee is stabilized in a job have been found to enhance job retention, maintain employee productivity and satisfaction, and maintain supervisor satisfaction (Wehman & Kregel, 1985). Follow-along services are paid for by mental health, mental retardation, developmental disabilities funds, and/or general state revenues that have been allocated for services.

Graduated Guidance:

A behavioral training technique in which maximum physical guidance, paired with a verbal cue, is initially provided on all sequential steps of a task. The physical assistance is systematically decreased as the learner independently performs portions of the task.

Impairment Related Work Expense (IRWE)

This is a work incentive for SSI and SSDI beneficiaries that allows exclusion of certain expenses in calculating the SSI benefit level for determining if the person's work is substantial. An Impairment Related Work Expense enables a person with a disability to recover expenses incurred as a result of a disability. The expenditure must be needed to support work activities and related to the person's disability. An IRWE must contain the following four components: (1) information indicating that expenses are directly related to work, (2) documentation that the cost has been paid by the individual with a disability, (3) records that the expenses were paid during months of employment, and (4) indication that the expenses were reasonable. An Impairment Related Work Expense can be used for a variety of employment allowable expenditures, such as adaptive equipment, special devices, attendant care, special transportation, and job coach services. Deducting the cost of an IRWE from gross monthly earnings can assist a supported employment employee to reduce counted earnings below SGA, meet SSI and SSDI application requirements, increase SSI cash benefits, and maintain SSDI cash benefits.

Individualized Education Programs (IEP)

The IEP is the primary mechanism mandated by P.L. 94-142 to ensure that students who receive special education services are in appropriate educational programs. During the mandatory annual planning meeting, a team of professionals and parents set educational and behavioral goals and objectives for individual students. IEP's for adolescents should include community-based vocational skill training that will enhance a student's success in employment and supported employment programs (Wehman et al., 1988).

Individualized Transition Plan (ITP)

The ITP is a formal written plan that specifies transition skills and services to be received by a student prior to and after graduation. This plan should encompass annual as well as short-term objectives that reflect skills required to function on the job, at home, and in the community. Services needed should be specified to include referrals to appropriate agencies, as well as job placement, on-the-job training, and follow-up. Also, the agency/person to deliver these services should be listed. As the title states, it should be individualized and comprehensive in scope, including training in social skills, money management, and transportation to and from work. This plan should be instituted into a student's IEP or, if out of school, the person's IWRP (Wehman et al., 1988; Wehman, Kregel, Barcus, & Schalock, 1986).

Individualized Written Rehabilitation Plan (IWRP)

The IWRP is a plan that is jointly developed by a rehabilitation counselor and a client for all clients determined to be eligible for services. It was mandated by the Rehabilitation Act of 1973. It must include the ultimate employment goal and short-term objectives related to rehabilitation services provided, date of initiation and expected duration, and the procedures and schedule for progress reviews (Mandeville & Brabham, 1987). The 1986 amendments to the Act reflect attention to individual support needs and to implications of supported employment services. These amendments require the IWRP to be developed on the basis of employability, specify the provisions of rehabilitation engineering, and to assess and reassess the need for post-employment follow-along services after case closure (P.L. 99-506, Title I, Section 102, b). The whole of the IWRP provides a degree of accountability, actively involves the client in rehabilitation planning and represents a shift in philosophy from medical to educational service programming in the vocational rehabilitation system (Shafer, 1989).

Initial Training Phase

The period of direct instruction of job tasks provided by a job trainer to a worker with mental retardation on a competitive job site which can vary from several weeks to several months, depending on the skill level of the worker and the complexity of the job.

Integrated Work

Integrated work is defined as employment in a typical work setting in which the person with a disability works in close proximity to, and interacts with, nondisabled workers other than human services support personnel. The individual with a disability would perform tasks similar to other tasks performed in the particular industry (Mcloughlin, Garner, & Callahan, 1987). Integration at the work setting has been shown to enhance the disabled employee's work and social skills and therefore is a very important factor to consider in supported employment (Rusch, 1986).

Interagency Agreements

Interagency agreements are written documents between federal, state, and/or local agencies which reflect the requirements, constraints and discretionary authority of the participating agencies. They are used to coordinate resources and services between agencies with similar objectives in order to maximize existing services. This coordination clarifies each organization's responsibilities and helps identify areas where a cooperative effort would be advantageous (Wehman, et al., 1988). The local vocational rehabilitation, local mental retardation, and local education authority (LEA), for example, may choose to develop a local interagency agreement to procure necessary transition and supported employment services for young adults with disabilities (Wehman et al., 1988).

Intermediate Care Facility for People with Mental Retardation (ICF-MR)

An ICF-MR is a residential facility for individuals with severe and or multiple disabilities who need 24-hour-a-day services. ICf-MR facilities are subsidized by Medicaid funds which provide all reasonable costs of providing care. Due to the strict eligibility requirements of Medicaid funding, ICF-MR residents often experience strong financial and medical disincentives to employment and supported employment (Conley, Noble, & Elder, 1986; Levy & Levy, 1986).

Intervention Time

In supported employment, this is time spent with a specific client by an employment specialist during the provision of supported employment services. Intervention time may be recorded for all activities related to employment including direct client training, employment advocacy and client screening and evaluation. The recording of intervention time is very important in tracking a client's and a program's progress (Hill, Banks, Handrich, Wehman, Hill, & Shafer, 1987). It is also an integral part of the benefit/cost analysis on all levels (client, program and system).

Intervention Time/Consumer Intervention

Time spent by a job trainer working with a worker, either on or off the job-site. This includes time active (direct instruction) and inactive (observation, fading) on the job-site, as well as time spent working on a person's behalf off the job-site (e.g., travel training, family counseling, etc.).

Job Analysis:

A detailed, systematic recording of both specific job requirements and general work characteristics which is obtained from direct observation of the job site. This information can be obtained during the interview process with the employer and coworkers.

Job Bank

A system of recording employer contact information for future reference during the job development process.

Job Coach

See "Employment Specialist"

Job Development/Job Seeking/Job Search

The process of locating competitive jobs in the community that are appropriate for persons with severe disabilities. It consists of community job market screening, employer contact, and job analysis.

Job Placement

The process of placing workers with severe disabilities into competitive jobs in the community.

Job-Related Skills

Skills needed to obtain or maintain a job but not necessarily related to the performance of a specific job duty. Such skills include learning to ride a city bus, proper grooming habits, using vending machines, purchasing food over the counter, and depositing a paycheck in the bank.

Job-Site Orientation and Assessment

The period of time immediately after a worker has been placed on a job. The employment specialists spends time analyzing the job into segmental steps while orienting the new employee to the community an the job site. This period typically lasts from two weeks to two months and requires that the trainer remain on the job for the entire work day.

Job Trainer/Job Coach/Job Coordinator/Trainer-Advocate

A professional or paraprofessional who provides specialized job placement, job-site training, assessment and follow-along services to persons with severe disabilities who are difficult to place into competitive employment.

Job Training Partnership Act (JTPA)

The JTPA was signed in 1982 to replace the Comprehensive Employment and Training Act (CETA) program and to establish a national program to prepare disadvantaged and disabled youth for productive employment. Currently, JTPA provides employment training through the State Grant Program (Title IIA) and through seven national demonstration projects (Title IV). To meet eligibility requirements, a person must have demonstrated difficulty in finding and/or sustaining employment. Individuals with disabilities comprise less than 10 percent of clients (Getzel, 1987). In 1986, over 9,000 individuals were placed into employment. Individuals with disabilities comprise less than 10 percent of clients (Getzel, 1987). In 1986, over 9,000 individuals were placed into employment. The JTPA funds are used primarily to support costs for time-limited training and employment staff and for client-related expenses such as wage subsidies for OJT (on-the-job-training) and transportation. An advantage of the JTPA program is that it allows a great deal of flexibility in addressing local expenses and in encouraging private and public sectors to work together. Also, it may be effectively used to pay for job development and job site training in supported employment (Dougherty, 1987; Revell, 1985). See "Private Industry Council".

Job/Worker Compatibility Analysis

The process of determining which potential workers are best suited for placement into an existing job opening or whether one of several job openings is more appropriate for a particular worker. This is done by comparing assessment data on each candidate to the job analysis data for the available position.

Least Intrusive Prompting

A behavioral training technique in which either a verbal, modeling, or physical prompt is provided to the learner on each sequential step of a task when not performed correctly. This method allows for completion of a task from beginning to end, regardless of the amount of assistance needed.

Least Restrictive Environment

(LRE) -- "The primary social principle underlying the concept of least restrictive environment is the commitment to finding a place for persons with disabilities in settings that enhance their participation in society"

(Bruininks & Lakin, 1985, p.16). A least restrictive educational environment is mandated by P.L. 94-142 as a placement that is closest to the educational environment of students without handicaps including a curriculum that is appropriate to the special needs of the student with a disability (Bronicki & Turnbull, 1987). These special needs should be met through an appropriate instructional program that can be delivered with the least abrogation of the student's right to be educated with nonhandicapped peers.

In supported employment, the concept of least restrictive environment has been defined as a community-based employment setting with "real work for real pay" and frequent integration with nondisabled coworkers (Wehman & Moon, 1987). Support services are provided to individual workers to maintain them in the least restrictive employment setting for their individual needs.

Medicaid

Medicaid is a public health care program provided to individuals with low incomes and/or disabilities. Medicaid is federally administered and federally and state funded. In fiscal year 1989 an estimated 2.8 million people who are blind or disabled will receive SSI benefits. Most SSI (Supplemental Security Income) recipients are eligible for Medicaid benefits (i.e., individuals who are poor, aged, blind, disabled, or a member of family with dependent children), although some states have separately eligibility criteria. Medicaid usually provides full reimbursement for costs of specific health services to eligible persons (Elder, Conley, & Noble, 1986) and is the primary funding source for ICF-MR (Intermediate Care Facility for People with Mental Retardation) programs and many adult day programs.

With the permanent authorization of Section 1619 (a) and (b), Medicaid recipients may remain eligible even after obtaining substantial gainful activity levels (SGA) at which their income is too high to qualify for SSI payments. These benefits are continued with the stipulations that the recipient must continue to have a disability; have difficulty maintaining employment without medical coverage; and lack earnings sufficient to pay for benefits equivalent to the combined value of SSI payments and Medicaid coverage (Conley, Noble, & Elder, 1986).

Medicare

Medicare is a public health care program providing health-related services to Americans who are 65 years of age or older and persons with disabilities who have a previous work history. In fiscal year 1989, the program will serve approximately 33 million Americans, including three million Americans with disabilities. It is federally funded and federally administered to those who qualify for SSDI/CDB (Social Security Disability Insurance/Childhood Disability Program). SSDI/CDB beneficiaries must wait for two years after SSDI/CDB eligibility before becoming eligible for Medicare (both Part A and Part B coverage). Although, unlike Medicaid, it has no asset requirements, it does contain co-insurance and deductible provisions that determine reimbursement levels for specific health services (Elder, Conley, & Noble, 1986). Part A covers inpatient hospital care, skilled nursing facility care, and home health care. Part B covers outpatient hospital services, physician services, therapeutic services, rehabilitation facility services, and other facility services.

Mobile Work Crews

The mobile work crew option of supported employment is characterized by a group of six to eight individuals with severe disabilities and one supervisor who operate a small business out of a van (Mank et al., 1986). The crew typically moves from one business to another during the day performing custodial work, grounds maintenance, or other needed services in the community. Work contracts are drawn up between different businesses and the human service agency. A human service worker supervises and trains the crew and does not fade from the job sites. Integration takes place during the day as crew members interact with the public. This model is flexible to the local job market and is able to meet the needs of urban, suburban, or rural areas (Bellamy et al., 1988; Bourbeau, 1985; Mank et al., 1986).

NARC-OJT (National Association for Retarded Citizens On-The-Job Training Project)

Program that encourages business to provide job opportunities for individuals with mental retardation.

National Industries for the Severely Handicapped (NISH)

NISH is a national not-for-profit agency that provides technical assistance to workshops in securing government contracts. NISH was established through congressional mandate in the Javits-Wagner-O'Day Act of 1971. Many sheltered workshops have sought the help of NISH in obtaining custodial contracts for government buildings, thus employing disabled individuals in the community. The mobile crew and enclave model have used NISH to gain contracts for adults with severe disabilities that will pay highly subsidized wages (Gettings & Katz, 1987).

Normalization

According to Wolfensberg (1972), normalization is "utilization of means which are as culturally normative as possible, in order to establish and/or maintain behavior and characteristics which are as culturally normative as possible" (p.245). The "normalization principle" is a doctrine that calls for "making available," as far as possible, "normal conditions of life" to persons who have retardation (Nirje, 1969, 1980, p.7). Normalization for persons with disabilities would mean making available patterns of life and everyday living conditions which are as close as possible to the regular circumstances and cultures of society. These patterns of life and living conditions would mean a "real" job, a "regular" home to live in, privacy and respect (Nirje, 1980).

Office of Special Education and Rehabilitative Services (OSERS)

(OSERS) is part of the U.S. Department of Education and oversees the Rehabilitation Services Administration (RSA), Special Education Research (NIDRR). In 1985 and in 1986, OSERS released discretionary funds to initiate pilot programs for supported employment in 27 states. The purpose of the initiative as introduced by Will (1984) was to provide supported employment services to individuals with severe disabilities, who at the time were usually not served through traditional vocational rehabilitation services.

On-Going Assessment

The process of continuously monitoring and evaluating a worker's job performance through data collection, direct observation, and interaction with supervisors, coworkers, and family members.

On-Going Support Services -- See "Follow-Along Services"

On-Task Behavior

Attending to an assigned task during a particular time period. On-task behavior must be operationally defined before it can be objectively evaluated.

On-the-Job Training Funds (OJT)

OJT is a federal program that provides time-limited wage assistance to eliminate risk to an employer who hires a worker with a disability (Anderson, 1977). These funds provide a subsidy to the worker's wages while he or she is being trained on the job. OJT funds may be authorized by a rehabilitation counselor. This is an incentive that may make supported employment more attractive to potential employers (Moon et al., 1986). The Association for Retarded Citizens of the United States (ARC-US) also provides time-limited OJT funds for individuals with mental retardation. For more information on OJT funds, contact your local vocational rehabilitation agency and local or state ARC.

Plans for Achieving Self Support (PASS)

This is a work incentive for SSI beneficiaries that allows exclusion of certain income and/or resources. A PASS enables an individual to set aside income/resources to purchase goods or resources toward a vocational goal. This might include: education, vocational training,starting a business, purchasing job coach services, and/or job support services. A PASS must include the following five components: (1) Individualized obtainable vocational goals, (2) Time frame for meeting the goals, (3) Identification of sources and the amount of income or resources to be set aside, (4) Explanation of how the money will be spent, and (5) A written plan. Plans for Achieving Self Support can make it possible for an individual with a disability to hire a job coach. Support services could include job development, job site training, and follow-along support on a time limited basis. This work incentive is available for a maximum of 48 months. The first PASS is written for an 18 month period and requires extensions thereafter. Income or resources set aside in a PASS are not counted in determining SSI eligibility of in calculating the amount of the SSI benefit.

Pre-Employment Training

The teaching of job skills and critical nonvocational skills that are of marketable value in community-based competitive jobs.

Prevocational Skills

Adequate vocational preparation is the key to successful employment outcomes for people with severe disabilities (Wehman et al., 1988). Prevocational skills are a function of the public school system--not the adult service system. Prevocational skills that are provided by adult service programs perpetuate the readiness and developmental model philosophies by preparing students and adults for experiences for which they may never demonstrate skills. Supported employment philosophy encourages school-sponsored vocational programs to build career awareness and specific vocational skills, but denies the need to continue prevocational training throughout a person's adult years. Vocational skills should be built into an educational curriculum as early as possible to teach relevant work and work-related skills. Educational curricula would place students with disabilities into environments to provide them with the community-based acquisition and production experiences that would prepare them for future work environments (Bellamy, O'Connor, & Karan, 1979; Falvey, 1986).

Private Industry Council (PIC)

PIC is a local organization that guides the JTPA program through Service Delivery Areas (SDAs). It provides the U.S. Department of Labor with information on how JTPA funds are used in the community. PICs identify employment needs through a formal assessment process and may be a useful resource when an employment specialist is doing job development. These councils have the authority to decide who will be served, what services will be provided, and who will deliver the training services and activities. Their responsibilities include: 1) local planning and review of the JTPA programs: 2) coordination with other employment and training programs; and 3) the establishment of support services (Dougherty, 1987; Tindall, Gugerty, & Dougherty, 1984). If a service organization is interested in acquiring JTPA funds to fund its supported employment program, the agency would need to contact the local PIC (Gettings & Katz, 1987; Hill et al., 1985).

Probe

A task analytic assessment conducted during the skill acquisition and generalization phases of learning. Data collected from probes indicates how a worker performs a job duty without any prompting or reinforcement and is used to determine when direct instruction of a task can be withdrawn.

Projects With Industry (PWI)

Projects with Industry (PWIs) began under the Vocational Rehabilitation

Act of 1973 and are funded through the vocational rehabilitation system. PWIs set up partnerships with private businesses and the vocational rehabilitation systems and utilize business advisory groups in conducting placement programs for individuals with disabilities. Agencies developing supported employment programs may be able to use PWI funding for job placement, job-sit training, and stabilization of workers in community job sites (Revell et al., 1984).

Prompts

Assistance that is provided before a worker's response which increases the likelihood that correct work will be performed and reinforced. Prompts are provided during the skill acquisition phase of learning and must be faded out before it can be established that learning of a job duty has occurred. Response prompts typically used during job-site training include verbal, model (gesture), and physical assistance.

Public Law 94-142

P.L. 94-142, the Education for All Handicapped Children Act, was passed in 1975 to provide free appropriate public education for youth with disabilities between the ages of three and 21 years. P.L. 94-142 was a landmark piece of legislation that provides: (a) due process procedures for parents and students with disabilities; and (b) individualized education programs (IEPs) for students' instructional programs and delivery. Part C, Section 626 of the Act provides funding to encourage the development of transition, vocational training, employment, and supported employment services for youth with disabilities.

Public Law 99-506

P.L. 99-506 is the Rehabilitation Act Amendments of 1986. The major changes to the Rehabilitation Act relevant to supported employment include the authorization of Title I funds (case services dollars from the vocational rehabilitation system) to purchase supported employment services and the provision of demonstration money through Title VI-C to all states on a formula basis in order to them to develop supported employment programs. The definition of supported employment is competitive work in integrated settings for persons with severe disabilities traditionally excluded from job placement or for those who, because of their disability, need ongoing support to maintain a job. The definition of successful employment in the Act has changed from only full-time to include full-time or part-time employment and the IWRP must have more specific information on vocational goals for persons with severe disabilities. Other major changes include fair hearing officers for case appeals and funding for rehabilitation engineering. Because supported employment services require long-term follow-up, Congress has mandated that the vocational rehabilitation system and the service provider come up with an interagency agreement to determine who will fund specific components of the programs (Gettings & Katz, 1987; Shafer, 1989). P.L.506 is important because it not only reemphasizes that persons with the most severe disabilities benefit from vocational rehabilitation services, but it also provides funds to get these individuals successfully employed through supported employment.

Readiness Model (also known as "Developmental Model")

The readiness model is an approach that has been used throughout the educational and vocational rehabilitation systems. The concept emphasizes that before a person is placed into a community job-site, he or she must be trained and possess certain skills such as correct work habits, social skills, and functional academic skills (Revell et al., 1984). Readiness equates with an evaluate/train/place procedure (Mandeville & Brabham, 1987). In supported employment, possessing job readiness skills is not considered a prerequisite for job placement for individuals with severe disabilities; thus the procedures for placing a person with severe disabilities are place/train/follow-along (Wehman, 1988).

Rehabilitation Act Amendments of 1986 (P.L. 99-506)

Major changes to the Rehabilitation Act relevant to supported employment include the authorization of Title I funds (case service dollars) to purchase supported employment services and the provision of funds through Title VI-C to all states on a formula basis in order for them to develop supported employment programs. The definition of supported employment, found in the Act, is competitive work in integrated settings for persons with severe disabilities traditionally excluded from job placement or those who, because of their disability, need ongoing support to maintain a job.

Rehabilitation Engineering

Rehabilitation engineering is a service specified by P.L. 99-506, the Rehabilitation Act Amendments of 1986 to assist with job placement and job retention for individuals with physical disabilities. As defined by the Rehabilitation Act Amendments of 1986, rehabilitation engineering means the "systematic application of technologies, engineering methodologies, or scientific principles to meet the needs of and address the barriers confronted by individuals with handicaps in areas which include education, rehabilitation, employment, transportation, independent living, and recreation." Rehabilitation engineering services may be provided by an engineer, an occupational or physical therapist, or any technician skilled in job restructuring, job modification, use of adaptive equipment, or environmental accommodations.

Rehabilitation Services Administration (RSA)

RSA is the federal level branch of the U.S. Department of Education that is responsible for overseeing the implementation of rehabilitation legislation. The office was created by the Rehabilitation Act of 1973 and is comprised of 10 regional offices. The 10 regional offices supervise activities within each state in their respective region. Recently, RSA has played a leadership role in the administration of grants in supported employment and personnel training.

Reinforcement Procedures

The presentation of consequences contingent upon a behavior which lead to an increase in the performance of that behavior. Reinforcers which occur naturally in a work environment include supervisor and coworker praise, pay checks, earned vacation time, and bonus payments.

Request for Proposal (REP)

The RFP process is a method of dispersing discretionary grant monies to agencies and organizations. The agency or organization responds to the RFP through a formal proposal (Bellamy et al., 1988) indicating the method in which they would spend the grant monies. The funding organization reviews the proposals and awards funds to the agencies that submit the most appropriate proposals. Typically, the funds are from one to five years in duration. This mechanism has helped to finance new and innovative supported employment programs (Wehman et al, 1988).

Section 1619 (a) and (b)

Section 1619 (a) and (b) was established in 1981 to provide work incentives to recipients for Supplemental Security Income. Part (a) authorizes cash benefits to be paid to working beneficiaries who qualify. Part (b) authorizes the continuation of Medicaid coverage to recipients who are earning a monthly pay check. SSI recipients who are employed through supported employment are now able to retain their Medicaid coverage as long as they remain within specified income guidelines. For more information, contact your local Social Security office.

Selective (or counselor-directed) Job Placement

An approach to job placement for persons with disabilities in which a counselor assumes primary responsibility for job development (i.e., job seeking, accompanying the persons to scheduled interviews, and negotiating with the employer on behalf of the client for a commitment to hire).

Sequence of Job Duties

A sequential list (from first to last) of the job duties which comprise a particular job position, as well as the time period in which the job duty occurs.

Sheltered Workshop

A sheltered workshop is a not-for-profit or charitable organization that provides vocational training and employment services within a facility. The organization's purpose is to provide rehabilitative programming for workers with disabilities, and/or to provide remunerative employment (McLoughlin, Garner, & Callahan, 1987). Sheltered workshops often subcontract with businesses to provide work for the sheltered employees and typically pay their employees subminimum wages commensurate with their production. Workshops generally employ from 25 to 200 workers and have historically been the primary employment option for adults with severe disabilities.

Simulated Work Setting

A training site for persons with disabilities located at a sheltered workshop or day activity center where training of competitive job tasks takes place in an environment that is set up to look and function like a real work setting.

Skill Acquisition

The initial phase of learning. During job site training, skill acquisition begins once the job trainer has completed a job/task analysis and is comfortable with the daily work routine. This phase involves behavioral training of job tasks through the use of reinforcement and prompting procedures; increasing rate of work production; and fading of instruction as the worker begins to perform independently.

Skill Generalization and Maintenance

The phases of learning after skill acquisition during which learning is demonstrated over time and across a variety of settings, materials, and trainers. During job-site training, skill generalization involves the fading of the job trainer's presence as the worker adapts to the work routine and as job supervisors and coworkers assumes supervisory responsibilities.

Social Security Disability Insurance (SSDI)

SSDI is a federally funded program that provides monthly benefits to persons unable to engage in substantial work as a result of a disabling condition. Recipients are not required to meet an asset test but to be eligible they must be fully and currently insured at the onset of the disability (Elder, Conley, & Noble, 1986). SSDI is seen as a work disincentive due to the fact that SSDI payments will stop if an individual reaches a level of substantial gainful activity (SGA).

Stabilization

Stabilization is one of the necessary processes of the supported work model of competitive employment for persons with disabilities. It is initiated when the employee has performed every step of the individualized job duty task analysis for that specific duty on three consecutive probe data trials. Stabilization is reached after 1) completion of training, adjustment, and fading activities; 2) the employment specialist intervention time levels off and does not significantly change for a 30-day period (Hill et al., 1987); and 3) the employer is satisfied with the employee's work performance.

Staff/Consumer Ratio/Caseload:

The number of workers for which a job trainer is responsible to provide job-site training and follow-up services.

Substantial Gainful Work Activity (SGA)

Substantial gainful work activity is a basic eligibility test used by Social Security for initial eligibility for SSI and continuous eligibility for SSDI. When a person's gross earnings exceeds this set monthly amount, she or he is said to have reached substantial gainful activity.

Supplementary Security Income (SSI)

Supplementary Security Income (SSI) was established to provide a basic level of income for needy persons. These "needy" persons are aging or disabled, are not adequately covered by one of the Social Security retirement or disability programs, and must be unable to work due to a disability. Recipients must also have very limited assets (Elder, Conley, & Noble, 1986).

Supported Competitive Employment

A supported employment approach for individuals with severe disabilities (Wehman & Kregel, 1985). This approach employs individuals in community work settings with initially intensive job placement and job site training support from a "job coach." This support is faded gradually and maintained by follow-along services (Moon et al., 1986). The supported work model of competitive employment has proven to be very successful in terms of job retention and costs for individuals with mental retardation, traumatic brain injury, sensory impairments, autism, physical disabilities, and long term mental illness.

Supported Employment

Supported employment is defined in the Rehabilitation Act Amendments of 1986 as "competitive work in integrated work settings for individuals with severe handicaps for who competitive employment has not traditionally occurred, or for individuals for whom competitive employment has been interrupted or intermittent as a result of a severe disability, and who because of their handicap, need on-going support services to perform such work." Supported employment is an umbrella concept that includes typical models such as enclaves, mobile work crews, supported jobs, supported competitive employment, and entrepreneurial models. Supported employment is characterized by the inclusion of individuals with the most severe disabilities in a place and train model where both integration and wages are highly valued (Kiernan & Stark, 1986; Rusch, 1986; Wehman & Moon, 1988).

Supported Jobs

Supported jobs are typically found in conventional, private sector companies (Bellamy, Rhodes, Mank, & Albin, 1988) and are staffed by individuals with disabilities needing ongoing support. If the Department of Labor has certified that the employer can pay subminimal commensurate wages, the employer may hire workers that produce substantially below production standards.

Task Analysis (TA)

The break down of a task into its component parts. A task analysis is completed by observing a coworker person perform the particular job duty in question and recording each step in sequential order.

Task analytic Assessment/Task Analytic Approach

Use of a task analysis to determine a worker's level of independent performance. The steps of a TA are recorded on a data sheet and the consumer is asked to perform a job task. A symbol for either correct or incorrect performance is recorded by each step.

Targeted Job Tax Credit (TJTC)

TJTC a federal tax credit program designed to provide financial incentives to potential employers when hiring from one of seven target groups. The program is administered on the state level (Elder, Conley, & Noble, 1986). Some studies have indicated, however, that TJTC may actually play a minor role in the hiring decision process of employers (Shafer, Parent, & Everson, 1988), although many utilize the TJTC when it is offered.

The Americans with Disabilities (ADA)

Public Law 101-336, the Americans with Disabilities Act, was enacted on July 26, 1990. This legislation prohibits the discrimination against individuals with disabilities in employment, public accommodations, transportation, state and local government services, and telecommunications.

Time-Limited Services

Time-limited services have a beginning point and an ending point, but are not provided during the entire term of the worker's employment (Wehman, 1988). These services are usually provided only to individuals thought to be capable of functioning on the job independently once services have been terminated (Moon, Goodall, & Wehman, 1985).

Title I (also known as Case Services Dollars)

Case service dollars are monies authorized under Title I of the Rehabilitation Act and allotted to rehabilitation counselors to directly provide or purchase services for clients assigned to their caseloads.

Title VI, Part C

Authorized by the Vocational Rehabilitation Act amendments of 1986, the Title VI, Part C provides funding to state vocational rehabilitation agencies exclusively for the purchase of supported employment services.

Transitional Employment

Transitional employment is a time-limited service that provides intensive job-based training, support, and placement services to persons with severe disabilities. This process is provided to help persons with disabilities develop acceptable production and work behaviors in the community job market.

Transitional Employment Services

Services which are time-limited: that is, the structured job placement and job site training provided to workers with disabilities are gradually stopped as the worker becomes independent. No on-going assessment or follow-along is usually provided.

Trial Work Period (TWP)

Trial work period, as defined by the Social Security Administration, is a period of time during which an individual's ability to perform substantial gainful activity is determined (i.e., the individual's sustained work ability). The work period begins with the month of entitlement to SSDI benefits and ends after nine months of earning a set amount (15 hours per month if self employed). The determination of the individual's ability to perform substantial gainful activity is made upon completion of the trial work period. The trial work period allows individuals on SSDI to "try out" working while still receiving cash payments for a period of time. This may be an incentive to attempt a return to competitive or supported employment.

Vendorship

Agencies can provide services for a vocational rehabilitation (VR) department only if the VR system approves the agency as a vendor of services. Once a vendorship agreement has been reached for a defined service, the non-profit agency receives an authorization for funding from a rehabilitation counselor to provide the service for a predetermined amount of units for an individual consumer. Vendorship agreements work on a fee-for-service basis with the fee for each unit of service determined before authorization. Non-profit agencies are now becoming vendors of supported employment services and are asking the VR system to provide funds for the placing and training phases (Hill, Revell, et al., 1984; Wehman & Kregel, 1985).

Vocational Evaluation

Vocational evaluation is a service provided by Departments of Rehabilitative Services, and is usually an assessment of the client's readiness to work (Wehman, 1988). It has been defined as a process using real or simulated work to assess individuals and determine appropriate services (Geist & Calzaretta, 1982). Supported employment placements are usually made from an assessment of support needs rather than an assessment of readiness for employment.

Vocational Rehabilitation

Vocational rehabilitation is the philosophy, services and service delivery of the federal-state program that has been in existence in the United States since 1918 (Mandeville & Brabham, 1987). The system is driven by the philosophy that we live in a work-oriented society, and that Americans, regardless of the type of degree of disability they may experience, are capable of and have an inherent right to work. A vocational rehabilitation (VR) agency is located in each state and is funded by 80% federal and 20% state funds based on state population and per capita income. The state VR agency may be an independent agency or component of education, vocational education, health, welfare, or labor (Mandeville & Brabham, 1987). The service delivery system is assured through the Rehabilitation Act of 1973 and subsequent amendments. The VR delivery system is coordinated through a numerical coding system (i.e., a case status code) and is managed by a professional rehabilitation counselor.

Work Activity Center

Work activity centers are a physically separated part of a sheltered workshop designed to serve and provide therapeutic activities to individuals with more severe handicaps. Work activity centers are intended for those adults whose evaluations indicate a lack of occupational readiness and who need personal and social adjustment training. Training generally includes basic living skills and any purposeful activity (so long as work is not the main purpose) which would eventually enable them to move to a regular program workshop (Bellamy, Sowers, & Bourbeau, 1983).

Work Adjustment

Work adjustment traditionally refers to pre-employment training which helps develop appropriate work habits and social skills. Work adjustment training is funded by vocational rehabilitation and provided by sheltered workshops (Rusch, 1986). Traditional work adjustment relies on fundamental different thinking than supported employment which believes that on-site, post-employment training can adjust vocational and social deficiencies (Wehman, 1988).

Work Production Rate

The speed at which a particular job duty is performed based on an average or standard rate of production by nonhandicapped workers performing the same job.

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